

THE JOURNAL OF EDUCATIONAL SOCIOLOGY

A Magazine of Theory and Practice

Vol. 23

DECEMBER 1959

No. 4

SPONSORS

American Association for Health, Physical Education, and Recreation

The Mott Foundation Program of the Flint Michigan Board of Education

COOPERATING GROUPS

American Association of School Administrators, NEA

Association for Supervision and Curriculum Development

President Eisenhower's Council on Youth Fitness

National Council of Chief State School Officers

HOST COMMITTEE

The Mott Foundation Program of the Flint Board of Education
Flint, Michigan Community Schools

Michigan Department of Public Instruction

Michigan Inter-Agency Council for Recreation

Michigan Association for Health, Physical Education and Recreation

Michigan Association of School Administrators

American Association for Health, Physical Education, and Recreation

Michigan Association for Supervision and Curriculum Development

Copyright, 1959, by the Payne Educational Sociology Foundation, Inc.

PREFACE

As Editors of this issue of *The Journal of Educational Sociology*, we wish to express the appreciation of the sponsoring agencies to *The Journal* for making available this issue for reporting The First National "Community-School" Clinic. We consider that the significance of the clinic justifies its place in the educational literature. It is hoped, that through this report, attention may be focused on a new and dynamic dimension of education.

The Mott Foundation deserves the heartfelt thanks of all proponents of the School-Community concept for making this clinic possible. Their wonderful hospitality and the sincere cooperation of the Flint Board of Education and the Mott Foundation made the three days memorable ones for all participants.

The over 300 delegates from 30 states who attended the clinic truly represented a cross section of community life in America. Among them were: mayors—city councilmen—city planners—presidents and members of Boards of Education—superintendents of schools—P.T.A. officers—college professors—teachers—recreation leaders—educational consultants—state and federal officials and reporters. They came to see, to learn and to contribute. The thousands of questions from the participants of "why and how do you do it" were a challenge to the leaders of the Flint program.

The values inherent in the community school concept were well presented by Dr. Ernest O. Melby and Dr. Howard Y. McClusky. These men, who for years have been strong advocates of the need for education to extend its program to the community, were the keynoters. They answered for the delegates the "why." The "how" was admirably handled by the Flint Board of Education and its staff.

There were so many requests for a statement of the Flint program that the editors considered it appropriate to include an outline of the program in the report. Similarly, the numerous requests for resource material suggested the need for a bibliography on the subject of the community school. This will also be found in the report.

The effectiveness of any conference of this type is reflected in how people feel about it and what changes occur in both the attitude of people and in new programs. Thus, it was deemed advisable to include some statements from delegates regarding the clinic and its impact on their own thinking and action.

The Flint, Michigan, story is unique in many ways, however,

it is recognized that many other school systems have extended their programs in a variety of ways to meet the total educational needs of the community.

It is hoped that this report will be a stimulus to other school systems to study the values inherent in the "Community-School" idea.

PETER M. CLANCY
MILTON A. GABRIELSON
Issue Editors

THE NATURE AND FORMAT OF THE CLINIC

Selected communities were invited to send representative teams to the clinic. Selections were based on consideration of the invited community being in a "state of readiness," or having already established for itself a community school program of note. In addition, key personnel from universities, colleges, and educational organizations were invited to attend.

Of particular significance to the occasion was the fact that the first out-of-Washington meeting of the Executive Committee of President Eisenhower's Council on Youth Fitness was held immediately prior to and in conjunction with the clinic. Included in this distinguished group were the executive director, Dr. Shane McCarthy, and prominent citizens from throughout the United States. Cabinet members were also represented in this meeting.

The program of the clinic called for addresses by resource people intermingled with intensive observation of the Flint program in action. Members of the Flint staff acted as guides to groups of no more than five delegates. A particular guide remained with his or her group for the entire clinic.

Guests to the clinic were invited to breakfast programs at two different community schools on the two mornings. Parents in the schools prepared and provided the meals, then explained and discussed their school's programs with the guests afterwards.

The clinic opened with a dinner program on Tuesday evening, March 10 and closed with a luncheon program on Thursday noon, March 12. Immediately prior to the closing luncheon guests discussed particular aspects of the community school operation with appropriate resource persons.

Main addresses and important comments by resource persons appear in pages subsequent to this section. A list of participants, a digest of comments by delegates, and a bibliography on the community schools appear on pages 193 to 208.

THE FLINT COMMUNITY SCHOOL CONCEPT AS I SEE IT

C. S. Harding Mott

Greetings to guests from all parts of the country and our friends here in Flint. It is too bad this evening that you have to listen to the second team because I know that my father, Mr. C. S. Mott, would certainly cherish the opportunity to have a captive audience like this to really let him tell you, the educators of America, why he is doing what he is doing, and why he has chosen this as his field of giving his substance. He is certainly terribly interested in this. He's been staying around Flint all winter with everyone saying, "Well, Mr. Mott, why aren't you in the South or Bermuda or some place like that?" "Well," he says, "I'd rather be in this weather doing what I like to do than sitting on the beaches doing what I don't particularly care about."

It was very gracious of Mr. MacCarthy and you people to express your gratitude for what is being done for you here today and tomorrow. But everytime somebody comes to visit my Dad and thanks him, and is very profuse in their appreciation for what he has done, he says, "Well, don't thank me; I thank you because this is a thing I like to do, and if people are interested enough to come to Flint and find out about it, they are doing me a great favor."

I'm sure that's the spirit in which the invitation was extended, and I hope you will pass the word on to all your other friends who might be interested in coming to Flint some day.

I'd like to tell you briefly how my father became interested in using the Flint Board of Education as a charnel for the giving of his charitable foundation. In the days of his active duty with General Motors, he became interested in the Boys Club of Detroit and felt at that time that this was meeting a definite need. About this time he made the acquaintance of Frank Manley, whom you all know, and learned that Mr. Manley was deeply interested in doing something to reduce juvenile delinquency and increase the safety among our young people. He asked Frank what he thought about establishing a boys' club in Flint. Frank replied, to his surprise, "We already have 26 buildings which could be potential boys' clubs, but unfortunately they become dark after 4 o'clock in the afternoon." Manley pointed out that the city had some 30 million dollars invested in these buildings and they were lying idle and unused at least 50 per cent of the time. He pointed out that the school buildings

were within a half mile of everyone in town, and that they were staffed with the best trained people in the community for this type of work. This idea of using facilities already in existence and using personnel was enough to intrigue my father at that time to make an initial grant of the tremendous sum of six thousand dollars, which at that time was quite a lot larger than it is today, and they were able to open four schools for a recreational program.

The response was tremendous and thousands of people, literally, participated in this limited type of program. This was a real discovery and was a turning point in the shaping of the direction of the Mott Foundation Program. The reason it was so important and such a discovery was that the Foundation found out that this type of activity would make a dollar go farther than any other way in which the money could be employed. Since my father calls himself a Scotchman, and he's quite cost-conscious, it really intrigued him to take a dollar and more or less generate such an amount of activity. It would be difficult to estimate the cost that would be involved should the Mott Foundation have tried to put a program on like this and house it in buildings of its own. It certainly would have exhausted our resources soon and left nothing for operating expenses. While the Foundation has built some buildings on the campus of the Junior College and in some areas of town to accelerate the Flint program, its policy still remains one of "greasing the wheels" of existing organizations, rather than duplicating facilities.

Now, there is nothing so powerful as a right idea, and as you can see, our budget has expanded from \$6,000 to its present amount of over a million dollars a year. This right idea has also helped encourage the late W. S. Ballenger to establish his trust for endowing chairs of learning at the Junior College. This in turn inspired other leading citizens of the Sponsor's Committee of the College and Cultural Center to further expedite the completion of the over-all \$25,000,000 project that many of you have seen. This right idea also caused the taxpayers of this city to levy many millions of dollars against themselves to provide many of the buildings that you have seen in the city today. This building we are in now is just a sample of the last model that rolled off the line. We certainly are indebted to the Board of Education for its vision and raised sights in providing such outstanding leadership for the Flint school system. Further, this leadership has caused the state legislature to support a branch of the University of Michigan on the college campus. To me this quotation from Malachi about sums it up. It says, "Bring ye all of the tithes into the storehouse that there may be meat in

mine house and prove me now herewith, saith the Lord of Hosts, if I will not pour you out a blessing, that there may not be room enough to receive it."

Certainly all of the cooperating organizations that have made the Flint program possible show what can be done when public and private enterprise gets together. You can now see why the trustees of the Mott Foundation have preferred the Flint Board of Education as the principal beneficiary in making grants for the development of health, recreation, and educational programs. To the best of our knowledge, we are the only Foundation that is working as intensively in the field of the public school. I think you will agree with us, before you leave this conference, that our policy is producing some very significant results. As Mr. Scott told you last night, our purpose is to make Flint a model city. First, because we want Flint to be that kind of a city and second, to encourage others to come here and take parts of the program that they think can be used in their community.

Many people have expressed the thought that they wished they had a Mott Foundation in their community. We believe that many of the ideas, if people are receptive, can be adopted in other communities and the finances forthcoming, even though it is on a smaller scale. We have already had ample proof of this. Now the community school concept is an outstanding example of our effort to find a better way to do things in education. This experiment started on a small scale over ten years ago with one school involved and a modest budget. It has grown every year until now it is city-wide and supported by both newly-built community schools like this and older schools remodeled with community school facilities.

Actually, the way we got started in this program was that Mr. Manley and his staff had many constructive ideas they were itching to try out, but they all seemed out of the question at that time because of the large budget such programs would involve. It was therefore suggested that we might try a single school in one of the lower income areas of the city, and do the things that were feasible within a budget of a reasonable amount, without gold-plating the program. The results of this experiment were so exciting that the school board adopted several of the improvements immediately as standard throughout the city. When the next elementary school was constructed, it was designed so that it would accommodate the programs that were developed in this pilot project.

We are most grateful that the Foundation has not been looked upon as Santa Claus. The taxpayers of the city of Flint have ex-

pressed their approval on several important occasions and raised their taxes considerably so that Flint might have the necessary physical facilities and staff to keep pace with this community school concept. We are also happy that so many of you have taken of your time and expense to come here to see what we're doing. We have found that we can't go out to the rest of the country and preach this gospel. As a matter of fact, the only way to get the first-hand information is to come and get the spirit of the thing and see how it works.

Now, it's always been on my mind that with a budget that has grown from \$6,000 to over a million dollars a year that it is quite a responsibility on the trustees and the staff that are spending this money. It is therefore a great opportunity for us to have leaders in the field of education come here and look at this thing with a critical eye and not spare the criticism in any respect. So we will feel well repaid if, when you leave or before you go, if you find anything that you think we ought to be doing, or anything we can do better, or things we ought to eliminate, we want you to mention it. Certainly the best audit we can have will come from people who know the educational process from the grass roots. I appreciate being on this program and, as I've said before, I will tell my father exactly how the clinic has gone. I'm sure he will be delighted. Thank you very much.

C. S. Harding Mott is vice-president and trustee of the Mott Foundation. He is the son of Charles Stewart Mott, founder of the Mott Foundation. Harding Mott has been very active in the formation of the policies of the foundation and was instrumental in the determination that the program of the foundation would be based on the use of pilot projects.

A DESCRIPTION OF THE ACTIVITIES OF THE MOTT FOUNDATION PROGRAM OF THE FLINT BOARD OF EDUCATION

FOUNDED

1926 by Charles Stewart Mott, automotive pioneer and resident of Flint since 1907.

DEFINITION

A *working* program, as contrasted to a purely *endowed* philanthropy, which channels its efforts through a public, tax-supported institution, the Flint Board of Education. Administered by the Board of Education.

PURPOSE

To discover and demonstrate means whereby a community can use its own resources to solve its own problems, thus helping to make the City of Flint a model community, worthy of emulation by others.

IMPLEMENTATION

By providing the Flint Board of Education with funds necessary to carry out experimental projects in community improvement which otherwise might not be attempted by an elective body.

By seeking to demonstrate the effectiveness of the public school as a focal point for the mustering of a community's resources, bringing those resources to bear on the complexity of problems facing any community.

PHILOSOPHY

The Mott Foundation believes that world peace and understanding among men must begin in men's hearts; that neighbor must understand neighbor and that people must learn to live together in neighborhoods and cities before nation can understand nation and a world can live in peace. To this end, people must be provided the opportunity at a grassroots level to learn to understand one another's problems, to work together and to find the means to improve themselves and their cities.

RATIONALE

After 25 years of experimentation, the Foundation considers the public school the ideal instrument for the achievement of this end because:

1. The public school has played the traditional role of common denominator in our society, today is an institution truly representative of all classes, creeds, colors.
2. Physical plants of schools, representing a huge community

investment, are perfectly suitable for community recreation and education. Use of them eliminates need for costly duplication of facilities.

3. Schools are geographically suited to serve as neighborhood centers of recreation, education, democratic action. By their nature, they are readily accessible to every man, woman, and child in the nation.
4. If experimental programs can be proved feasible within a school system, the transition from private support to public support is relatively easy.

ADULT EDUCATION PROGRAM

In the area of adult education and recreation, some 900 study-recreation-enrichment opportunities are offered in areas such as: special interest, languages, science, speech and drama, foods, clothing, home arts, home and family living, arts and crafts, photography, music, recreation skills, trade and industry, mechanical skills, swimming, astronomy, business, retailing, sales, program services to parent groups, and evening credit courses on four levels, elementary, high school, junior college, and graduate. In 1958-59 there were approximately 60,000 enrollments in this division.

Total enrollment for all divisions, fall term only, of 1958 was 27,694.

A brief description of each division follows.

ADULT EDUCATION PROGRAM DIVISIONS

1. *Art and Crafts*

The Art and Crafts department, including Home Crafts, Landscaping and Photography, is geared to meet all levels of interest in any media. The adult classes are keyed to develop the creative talents of the students to whatever degree possible, and the therapeutic value of these classes is becoming more and more evident.

The children's program is scheduled to give youngsters opportunities to work over a longer period of time with a greater variety of materials than is available during the regular school program. Classes or workshops are provided to train leaders for work with children in clubs or hospitals.

Fall term, 1958 enrollment: 1,491 adults, 340 youngsters.

2. *Bishop Sewing Method of Clothing Construction*

This modern, stream-lined method of sewing is calculated to make sewing easier and quicker. The new technique makes a maximum use of the sewing machine with hand basting a thing of the

past. The slogan, "Let's have fun together," has appealed to women all over the United States. Flint has the largest adult education group anywhere, with increased classes each term.

Fall term, 1958 enrollment: 1,441.

3. *Business*

Offers accredited courses in shorthand, typing, clerical skills, business machine operation, and general business. Extended to junior high level during summer program and as part of regular school year enrichment program.

Fall term, 1958 enrollment: 1,749 adults, 300 youngsters.

4. *Cooperative Community Division*

This program cooperates with community agencies and organizations in providing educational and cultural opportunities for adults and children of the community. There are many activities which, when co-sponsored with agencies, civic organizations, or business groups, can be of mutual advantage. By combining resources, a more effective and meaningful program may be offered.

Some examples of courses, forums, and other activities that have been co-sponsored with community organizations are:

American Association for the United Nations—a radio series on the United Nations and two world affairs discussion series

American Association of University Women—two world affairs discussion series

Association of Approved Nursing Homes—courses in Nursing Home Management over a 3-year period

Association for Education of Preschool Deaf and Hard-of-Hearing—an experimental program of nursery school experience for the deaf children.

Flint Area Dry Cleaners Association—courses designed to prepare workers for beginning jobs with area dry cleaning establishments

Flint Association of Accident and Health Underwriters—an in-service training course for insurance underwriters

Flint Child Guidance Clinic—courses in pastoral counseling for ministers of all faiths and courses in understanding our children

Goodbody & Company—a public forum on investments

International Institute—English and Citizenship classes for the foreign-born

Retirement and Senior Citizen programs

Educational Tours and Trips

Fall term, 1958 enrollment: 725 adults, 50 youth.

5. *Evening College*

Offering fully transferable college credit in the evening.

About 100 instructors teach each semester.

Integrated through departments with the regular daytime junior college program.

Enrollment, fall term, 1958: 2,752.

6. *Adult High School and Pre-High School*

This program is the adult branch of the senior high schools in Flint. All standard courses leading to high school graduation are offered. These courses are identical in scope and content to those offered in the standard day school program. A wide range of electives in business education, trades and industry, and homemaking areas gives opportunity to meet job requirements and other special interests.

In addition to the adult high school opportunities, courses are given in the pre-high school area. These courses improve the student's basic skills in arithmetic, reading, and language, and broaden his knowledge of the world in which he lives. Begins with the non-readers to the point where they can continue with high school subjects.

In both high school and pre-high school areas, classes are scheduled in both morning and evening sessions so that, regardless of work or other commitments, a student may attend classes.

Enrollment, fall term, 1958: 2,049.

7. *Foods*

Most popular classes are in Cake Decorating. Also offered are classes in Baking, Party Foods, Wedding Preparations, Candymaking, Special Diets, Quantity Cooking, and Basic Cooking. During the summer, classes are offered for children and families in Outdoor Cooking. Average of 165 classes per year.

Fall term, 1958 enrollment: 1,065 adults, 45 youth.

8. *Graduate Training*

A center for graduate study in the field of Community Schools—in cooperation with Eastern Michigan College and Michigan State University.

Studies lead to M.A. in Community School Administration from Eastern Michigan College (24 have received degree as of August 1958).

Studies will lead to Director's Certificate and Doctorate at Michigan State University.

Six (6) week program immediately available carrying 6 hours graduate credit from Eastern Michigan College.

1,800 enrollments (561 individuals) from 1955 to 1958.

Fall term, 1958 enrollment: 200.

9. *Home and Family Living*

This is a special service for Child Study groups, PTA's, school related organizations, churches, community organizations. Leadership is provided in the area of child growth and development, parent-child, and family relationships.

Workshops for lay leadership training in the area of parent education are also provided. A study course entitled "Understanding Our Children and Ourselves" is available for parents throughout the community.

During 1957-1958 this program served 65 parent groups with an attendance of 1,950.

Fall term, 1958 enrollment: 1,418.

10. *Home Arts*

Provides many opportunities in various fields of Homemaking. Classes are Beginning Sewing, General Sewing, General Dressmaking, Children's Clothing, General Tailoring, Beauty Care and Grooming, Charm and Personality Improvement, Fur Restyling, New Millinery, Slip Covers and Drapes, Gift Wrapping, and Junior Homemaking.

Fall term, 1958 enrollment: 951 adults, 310 youth.

11. *Mechanical Skills*

Every attempt is made to offer courses in the "Do-It-Yourself" skills that will assist the adults of the community in improving their homes, furniture, garages, cars, appliances, or machinery used in or about the home.

Many courses are offered to both old and young that will assist them in using their leisure time creatively. Many times these activities lead to preparation for full-time employment.

Refresher courses in engineering fundamentals, law, and ethics are offered in the spring term to prepare graduate engineers to take the professional engineers' examination each June.

Fall term, 1958 enrollment: 342 adults, 245 youth.

12. *Music*

A program in enrichment and expansion of instruction and experience in music. Two hundred adults each semester take part in 17 classes in music, instrumental and vocal.

Fall term, 1958 enrollment: 260.

13. *Parent Education Program Services*

Provides discussions, demonstrations, and talks varying in length from 45 minutes to one hour to groups such as:

Parents of children attending preschool story hour	Churches and professional organizations
PTA's	Women's Clubs
Child Study Groups	Men's Clubs
Homeroom Mothers	
School-associated clubs	

Served 286 different groups during 1957-58 with an attendance of 9,837.

Served 18 preschool story hour mother groups with 1,141 mothers registered during 1957-58. These groups meet in the community schools on a weekly basis.

Fall term, 1958 enrollment: 2,542 adults, 72 youth.

14. *Recreation Skills*

Numerous opportunities include classes in badminton, bridge, social and square dancing, fencing, fly-tying, golf, gymnastics, judo, physical fitness, ice-skating, roller skating, shooting, archery, tennis, casting, and swimming.

575 adults enrolled in social dance classes during the January term, 1958

350 in square dance classes

500 weekly in square dance clubs in 6 schools

1,375 weekly average in recreational swimming in 4 pools, not including Durham

485 adults in swim classes weekly

460 youngsters in swim classes weekly

Fall term, 1958 enrollment: 1,960 adults, 1,760 youth.

15. *Retailing*

In cooperation with local retail merchants and sales organizations, classes are planned for specialized needs in this area, such as special pre-Christmas training for part-time sales personnel.

Fall term, 1958 enrollment: 348.

16. *Speech and Drama*

Citywide theater and speech program extends service to people from 7 to 70. Adults may enroll in theater classes, television production, public speaking, poetry, history of drama, radio, speech, and a number of other offerings. For description of Children's Theater, Puppetry and preschool story hour programs, see page 10.

Fall term, 1958 enrollment (adults only): 310.

17. *Special Interest Classes*

Worthwhile activities for which there seems to be a demand, for which there can be found a qualified leader, and which do not fit into an established department, are offered under the heading "Special Interest Classes."

These include such titles as: Creative Thinking, Understanding and Using Your Aptitudes, Memory Improvement, Ancient and Modern Sophistry, Elementary Navigation, Braille Reading and Writing, Lip Reading, Sign Language, Creative Writing, Your Family Tree, Poetry, Word Study for Writing Improvement, Frontiers for Science Teachers, Dental Science: Its Challenge and Its Promise, Telescope Lens Grinding, Family Astronomy, Intermediate Popular Astronomy, Sky Scouting, Problems of the Space Age, and Science Workshops.

Fall term, 1958 enrollment: 949 adults, 612 youth.

18. *Trades and Industry*

Technical courses in areas of vocational training, utilizing highly qualified instructors. Accreditation accorded by industry. Average annual enrollment of 500 adults largely in Electricity, Drafting and Construction Trades, Industrial Materials and Processes, and Metal Fabrication.

Fall term, 1958 enrollment: 598.

ATHLETIC PROGRAM

900 boys on 60 teams in 10-week junior high football program
4,080 boys 9 to 18 years of age on 340 teams in summer baseball program

2,813 boys on 333 teams in 35 centers in basketball program

Ballenger Park ice-skating rink served 37,680 people of all ages, 1956-57 season. (483 average daily attendance)

BIG BROTHER PROGRAM (FLINT YOUTH BUREAU)

The Flint Youth Bureau grew out of community planning and is designed to serve boys without fathers in their homes. These boys frequently present personal, social, educational and community problems, which stem in some degree from a poor father relationship or no father at all.

The approach best geared to the solution of the problems presented by these boys seems to be a diversified Big Brother program. This program then becomes a one-man, one-boy approach, which utilizes a vast and varied amount of community resources, both lay and professional, in an effort to provide the necessary help and experiences and the essential male relationship.

Over the last four years, there has been an annual average of 700 Big Brothers, 350 close resource people, and around 285 organizations, agencies, and institutions helping about 1,260 boys.

CHILDREN'S THEATRE AND PRESCHOOL STORY HOUR

Children's Theater program provides instruction, training, and experience for children and teen-agers in theater arts, including creative dramatics, scripted shows and puppetry. Operates Saturday mornings and after school weekdays.

900 youngsters at 34 schools in 43 different classes.

Preschool story hour provides preschool age tots with weekly storytelling and games in cooperation with Flint Public Library.

Now meeting at 22 different schools. 550 enrolled.

FLINT COLLEGE AND CULTURAL CENTER

A centennial year project undertaken by a citizens' committee. Purpose: to solicit contributions from individuals and firms (minimum: \$25,000) for a college and cultural center. While not a Mott Foundation project, Mr. Mott's contribution of considerable land, the Mott Center of Science and Applied Arts, the University of Michigan Senior College building, and the combined college library, places him among the prime movers of this project.

Goal: \$25,000,000; Reached to date: \$18,000,000

Buildings completed and in use 1958:

Enos A. and Sarah DeWaters	Robert T. Longway Planetarium
Art Center	F. A. Bower Theater
Flint Public Library	Cady B. Durham Natatorium
Buildings planned:	
Alfred P. Sloan, Jr., Panorama of Transportation	Historical Museum
Sponsors' Carillon Tower	Army Reserve Training Center
James H. Whiting Auditorium	Athletic Field
	Amphitheater

COMMUNITY SCHOOL PROGRAM

A gradual transition of schools from conventional school houses to community education centers providing flexible educational program for youngsters, a gathering place for teen-agers, a center for adult clubs and classes, a "clearing house" for neighborhood ideas and action.

41 of the 46 schools in the Flint system now have available the services of full-time Community Activities Directors.

3 schools have the services of part-time Community Activities Directors.

10 new schools designed and built as community schools (including Flint Community Junior College) since 1950.

13 schools have had community-type additions built since 1951. The average community-type addition costs \$150,000.

1 Driver Training building has been added.

2 new swimming pools—Manley and Durham—have been constructed.

COMMUNITY SCHOOL HEALTH AND SAFETY PROGRAM

Coordinates, activates and supplements activities of schools and local health and safety agencies in promoting better health and safety in community. Works closely with Mott Foundation Children's Health Center.

58.7 percent of youngsters in Flint schools "Health-Guarded," i.e., free from correctible medical and dental defects, immunized against diphtheria, tetanus, and whooping cough, and vaccinated against smallpox and polio.

Children's Health Center

Occupies second floor in one wing of Hurley Hospital. It provides medical and dental care for families in financial need who are not eligible for welfare aid. A pediatrician, Arthur L. Tuuri, M.D., serves as its director. In charge of dental services is Milton Panzer, D.D.S. A scholarship program sponsored by the Mott Foundation makes available to the center each year a pediatrician and two dentists from the University of Michigan. The Genesee County Medical Society makes available to the center the services of specialists.

6,369 patient visits for medical purposes, 1957-58. Glasses provided for 199 youngsters by Lions Club

Numerous other surgical, examination, and testing services

4,957 patient visits for dental purposes, 1957-58

3,079 restorations

2,165 extractions

401 cases totally completed

6,428 completed cases, sodium fluoride treatment

24,709 dental inspections

870 parent helpers involved in this program

Many experiments are being conducted for the promotion of better mental and physical health in the community. Among these are:

1. *Program for the Preschool Blind*

Special attention being devoted to giving blind youngsters of preschool age an opportunity to orient themselves with sighted youngsters. Fourteen such youngsters now among 1,400 youngsters enrolled in preschool nurseries in city. Board of Education currently

employs a teacher of Braille at Durant-Tuuri-Mott Community School.

2. *Program for the Preschool Deaf*

Instructor being provided for a class of 10 preschool age deaf youngsters at Michigan School for the Deaf.

3. Well Baby Clinics are held weekly in eleven Flint schools and at the Public Health Department building. These clinics involve checking the growth and development of very young infants, administering immunization shots, and suggesting follow-up treatments. The Public Health Department directs and supervises the clinics with help from the Mott Foundation clinic staff.

4. Preschool Early Enrollment is an orientation program for preschool children and their parents. Every spring each Flint elementary school sets aside one day for Public Health nurses and doctors from the Mott Foundation Children's Health Center to check and interview all children who will enroll the following fall. Here each child's school health record begins, and suggestions for necessary attention or follow-up treatments are made. Through this program our schools learn of the health status of each child, and the parents are made aware of the importance of proper health habits all through their children's school years.

5. *Health Instruction at High School Level*

Program, instituted fall 1956, provides direct instruction of good health practices at 10th grade level. "Security Education," a new course developed by a seminar of 10 teachers, contributed to social, emotional, and physical well-being of the student.

6. *Audiometer Testing*

There Flint Junior Community College students are employed by the Mott Foundation to conduct all audiometer testing in our schools. Students selected are those expressing desire to become teachers. This experience is correlated with their over-all training. 8,857 tests given 1957-58.

7. *Polio Inoculation*

Genesee County Medical Society volunteered services to vaccinate all junior and senior high school students who had not received polio protection. A joint program with Mott Children's Health Center, Public Health Department and Polio Foundation. 13,488 polio shots administered 1957-58.

8. *Parent Participation*

Parent volunteers do all vision testing, maintain all records of heights and weights of youngsters in the schools. This involves the services on a volunteer basis of 1,500 to 2,000 parents every year.

9. The Tuuri-Mott Special Education Wing of Durant Community School is maintained by the Board of Education, in cooperation with the State Department of Public Instruction, for the benefit of atypical children—educable youngsters with orthopedic or cardiac disorders, impaired hearing or eyesight which may require special educational planning or physical training. The building was opened in 1958 and incorporates the newest features and facilities, including a large pool to aid in physical therapy.

THE COOPERATIVE SAFETY PROGRAM

Many experiments are under way in this program. Some of the most noteworthy are:

1. *Teen-Age Traffic Court*

The Genesee County Traffic Safety Council, the Exchange Club, the Flint Police Department, the Courts, and the Flint Public Schools have cooperated in instituting a traffic court for teen-age traffic violators. Violators are tried and penalties invoked by a jury of teenagers. Sessions are on Mondays and Wednesdays.

2. *Teen-Age Safety Council*

Composed entirely of teen-agers, it considers and proposes positive means of dealing with teen-age traffic problems.

3. *Fire Marshal Program*

Fire Department representatives speak regularly to 6th grade groups, seeking recruitment of youngsters as Junior Fire Marshals. Youngsters become Fire Marshals by seeing to it that their own homes meet certain minimum standards for fire safety.

4. *Bicycle Safety*

A cooperative program with City Police Department, Genesee County Traffic Safety Commission, Women's Traffic Safety Division, and public schools; registration of all bicycles major undertaking.

5. *Honor System*

Schools, participating with National Safety Council, each year inventory areas in safety education with object of upgrading safety education program.

LEADERSHIP TRAINING*University of Chicago Cooperative Program*

A joint project of the Mott Foundation and the Industrial Relations Center of the University of Chicago, offering special services to the Flint Public Schools and to local-area business and industry. Programs available through this center include:

Leadership and Human Relations
 Conference Methods for Management
 Coaching and Developing Subordinates
 Group and Individual Communications
 Appraising and Improving Work Performance
 Union-Management Relations
 Understanding Organization and Communication
 The Sales Inventory
 The Supervisory Survey
 The Retirement Inventory
 Productivity Improvement and Cost Reduction
 Basic Economics
 Managerial Economics
 Retirement Planning and Preparation
 Organization and Management
 The Employee Inventory
 The Dealer Inventory
 The Economics Questionnaire

Others include weekly staff meetings and cooperative programs with Eastern Michigan College and Michigan State University.

MOTT CAMP

One of first divisions of Mott Program, a fresh air outpost for Flint school children. Boys who participate are selected by school principals on basis of:

- a. Displayed leadership potential
 - b. Social or financial need
 - 4 two-week regular sessions—128 boys each time
 - 1 special week for handicapped children—about 60 youngsters
 - 1 week each for Central and Northern High bands
 - 3 days for Flint Community Junior College faculty and students (get-acquainted session)
 - 3 days at end of season for Big Sisters
 - 2 days for Safety Patrol officers
 - 3 days local church youth groups—workshop
- Counselors are college men, often go into education later.

MUSIC ENRICHMENT PROGRAM

A program in enrichment and expansion of instruction and experience in music. Some examples are:

Sunrise Singers—selected groups organized in 14 elementary buildings with an average enrollment of 50 pupils who meet before regular hours—700 youngsters taking part.

Elementary Symphony Orchestra—60 selected youngsters receive special instruction on Saturdays; present periodic concerts.

Youth Symphony—60 students of junior and senior high school age are selected for special instruction on Wednesdays; present periodic concerts.

Special Instruction—group instruction in basic fundamentals is given by three touring instructors to 500 youngsters playing lower string, French horn, and woodwind instruments.

Summer Classes for Talented Pupils—a 3-week program of vocal and instrumental classes to challenge the gifted music pupils, to broaden their accomplishments, and discover new horizons: 225 pupils taking part.

PHYSICAL FITNESS PROGRAM

An over-all acceleration of the Flint physical education and recreation program such as:

1. Study and implementation of a citywide testing program.
2. Special activities to promote youth fitness, e.g., family bike hikes, bicycle rodeo, roller skating parties, calisthenics, pogo sticking, charted physical fitness (running back and forth to school, etc.).
3. The Flint Junior Olympics and the Flint Olympian Games.
3,200 participants; 275 single events.
4. CANUSA GAMES, international exhibition competition between Flint, Michigan, and Hamilton, Ontario, Canada.
450 Canadian athletes and their families were housed and entertained in Flint homes
5. New athletic instructional programs added to the summer program include:
Advanced gymnastics—900 youngsters
Wrestling—223 youngsters
Weight Lifting—27 youngsters and adults
Boxing—3 centers, 173 youngsters
Synchronized Swimming—2 centers, 53 girls

SCIENCE CURRICULUM

Provides a specially trained and experienced science teacher who reviews and makes recommendations on current curriculum offerings in science field, conducts teaching demonstrations for other faculty

members, works with staff at vitalizing and dramatizing instruction at all levels through seminars, workshops, and television on a local and statewide basis.

THE SCIENCE FAIR

In 1957 Flint held its first Science Fair, co-sponsored by *The Flint Journal*, Flint Community Junior College, General Motors Institute, public and parochial schools, business and industry of Genesee County, and the Mott Foundation. Four hundred local-area youngsters of junior high and senior high age demonstrated scientific projects in competition. The two senior finalists were sent to the National Science Fair in Los Angeles.

In 1958, an elementary section was added to the local fair. A total of 950 young people exhibited.

Also in 1958, Flint was host to the National Science Fair.

STEPPING STONE PROGRAM

Provides experiences in homemaking and social skills for young girls and their mothers.

33 clubs with a membership of 656 girls.

Clubs meet once a week after school in public school buildings, spend two weeks in residence at Hamady House each year.

Two high school home economics classes meet in Hamady House during school hours.

"Amica Societas" Sorority for alumni of the program.

Home Counselors clubs composed of mothers of Stepping Stone members.

SUMMER PROGRAM

Extensive program of enrichment and recreation that operates for 8 weeks of summer, using school facilities and cooperating with Flint Council of Churches, YWCA, YMCA, Boy Scouts, Girl Scouts, and City of Flint Recreation and Park Board.

Offers supervised recreation and instruction in archery, golf, tennis, shop for junior high students, shop for elementary boys and girls, typing, sewing, art, crafts, oil painting, dramatics, puppetry, swimming, dance band, orchestra, concert band, class piano, instrumental music, glee clubs, song writing, teen-age social dance instruction, folk and modern dancing, outdoor cooking, junior and senior high school science clubs, radio writing and production, and tours and trips (out-of-town and around-town).

Summer program also includes supervised playgrounds, family movies, softball leagues and many special events.

Official enrollments in classes alone in 1958 totaled 25,790. (Does not include any of the activities supervised by the building directors.)

TEEN CLUB PROGRAM

Provides a meeting place for group activities and professional leadership and guidance for teen-agers.

43 organized clubs in 35 different centers.

13,000 teen-agers are card-carrying members.

72 professional leaders are involved on part and fulltime basis, numerous volunteer adult leaders.

TOT LOTS

A summer program for youngsters aged 5-10, offered at the playground and facilities of the neighborhood community school or the neighborhood primary unit. Provides youngsters with professionally supervised work in art and crafts, rhythms music, creative dance, dramatics, story telling, games and guidance. Leaders are elementary teachers, college-age girls majoring in elementary education, or high school girls with experience in supervision of elementary-age youngsters.

40 lots with a total number of 7,000 youngsters participating

6-week program, five days a week, 4½ hours a day

2 or 3 leaders to a lot (total of 101 leaders)

WORK EXPERIENCE PROGRAM

In January 1954, a pilot program of Work Experience was established to provide work experience and counseling for boys of junior and senior-high age who are potential drop-outs. Boys attend classes half days in a specialized curriculum adapted to their interests and abilities. The remainder of the school day is spent with a work experience instructor where they are assigned to various activities: making instructional aids for elementary schools; repairing and refinishing furniture; maintenance skills such as cleaning, painting, patching plaster, carpenter work; laying tile, brick and block; yard and athletic field maintenance; landscaping; and many others.

Six junior-high schools and two senior-high schools are participating with a total of about 65 boys.

The results of this program have been most gratifying. In most cases, attendance has been improved; many have adjusted themselves sufficiently to request a regular academic program and graduate from high schools. Many of these boys gain confidence in their abilities and they are placed in gainful employment part-time while attending school. Less than five percent fail to adjust themselves and become serious court cases.

WORKSHOPS AND VISITATIONS

The Flint schools are anxious to share their experiences with anyone genuinely interested. For that reason a standing invitation

holds for any group or community wishing to observe and study Flint's application of the Community School Philosophy. Periodic workshops are held in conjunction with the State Department of Public Instruction, universities and colleges, and other educational organizations. During 1958, nearly 4,000 people from all over the nation and some 13 different countries took advantage of this opportunity. For further information about arrangements, write: Communications Service, Mott Foundation Program, Oak Grove Campus, Flint 3, Michigan.

EXPERIMENTAL AND OTHER RELATED PROGRAMS

The Flint Community School system is continuously experimenting with new projects. Many of these become parts of the regular school program, others are modified; some are eventually discarded. Many of the current school programs were once experimental or "pilot projects." Often programs are later assumed by another agency in the community. Following is a list of current experimental projects.

Home Counseling at the Elementary Level

Instituted on experimental basis. This program places at an elementary school a Home and Family Living Counselor whose responsibility it is to promote and teach home and family living skills, vitalizing and emphasizing the close relationship between the school and the home. The counselor works closely with mother and parent groups. The work often involves considerable home visitation.

Science Program for Talented Students

Special science classes for academically talented students in elementary, junior high and senior high schools. Selected on basis of aptitude, students work for two-hour blocks of time every other day using problem-solving approach. This is an outgrowth of the elementary talented child pilot program instituted in 1953.

260 students currently enrolled.

Junior High School Low Achiever Program

Established in 1956, this is an extension at secondary level of elementary remedial reading and arithmetic program. Offers special classes in reading and arithmetic for 7th and 8th grade students of normal ability who are two or more years below grade level in these basic skills.

Teacher-Aides at the Junior High Level

As part of the experiment in the house plan or core curriculum at the junior high level, a teacher-aide is assigned to each of two teams of teachers. The aide is a non-professional staff member whose

duties included assuming responsibility for a variety of clerical activities usually expected of the regular teachers. One important consequence has been that actual instructional time has increased as much as 3 to 4 hours per week.

Cooperative Credit Seminar Program

The Mott Foundation cooperates with the University of Michigan, Michigan State University, Eastern Michigan College, and the Flint Public Schools in a seminar program which provides teachers an opportunity to earn graduate credit from any one of the three cooperating universities while studying Flint school problems. Content of seminar is based on problem identification by participants.

Scholarships for Students in Cadet Teacher Program

Cadet Teacher program allows high school seniors to take Cadet Teaching for credit. Participating student is assigned to an elementary or junior high school classroom teacher who becomes his or her sponsor. Student then works in that classroom on observation-participation basis 3 days per week. On fourth day of week, he or she visits another school in system, reporting back to high school on fifth day for discussion and study. Foundation provides scholarships for outstanding students, employs some in Tot Lot program. Average of 60 students participating per semester.

Scholarships in Experimental Field Cooperative Teacher Training Program

The Flint Public Schools, in cooperation with Central Michigan College and with the approval of the State Board of Education, are experimenting with ways of augmenting elementary teacher supply by making possible substantial earnings during the training period. This is a five, instead of a four-year program, with first two years taken at Flint Community Junior College and the last three years being the earning-learning phase. During this phase, the student is placed as a full-time teacher in an elementary classroom under the direction of a training teacher and six to eight field co-op teachers. During this phase, the student is enrolled in approximately 20 hours of credit work each year, including summer sessions. At the completion of the five-year span, the student is eligible for a bachelor's degree and a Michigan Provisional Certificate.

The Mott Foundation supports this program by providing junior college scholarships for those students who could not otherwise become teachers, even under this plan.

KEYNOTE TO THE THEME

Ernest O. Melby

You know, I don't know how many times I have been in Flint for various occasions. Every time I recognize more faces—friends who have been so gracious—people who in their very lives have exemplified many of the ideas in which I believe, and who perhaps see in Flint a microcosm of what America some day may be. I believe that we are the morning of America's history and not the eve. We are at the beginning and not the end. We are really taking the first steps in freedom. But when we have attained full stature and have grown to maturity as a free people, we will demonstrate to the world the power of our ideas in the degree to which we have mobilized our resources and the degree to which we have helped every individual to play his full role in making his country and his civilization great.

Two or three months ago I was returning from New York City, flying out of Idlewild airport. Just as we turned to fly over the city, the pilot announced that if we would look out the left side of the plane, we could discern the Statue of Liberty, and a great many people in the plane including myself turned to the left side of the plane. Many people got up, walked over to the other side of the plane, threw nearly all of the weight on that side of the plane, and people strained their eyes to see through the smog and fog. And sure enough here was the Statue of Liberty. Several times I have come back from Europe and thought that I would be among the first to be up to view the New York skyline and see the Statue of Liberty, but even though I am an early riser, I have never been first. There were always many people there ahead of me. And we all look through the morning haze for the Statue of Liberty. As soon as the Statue of Liberty comes into view, a lot of handkerchiefs come out. And not only women take out their handkerchiefs, but great big men, men who look like they were presidents of General Motors. Out their handkerchiefs come. What is the source of all of this? Well, one woman tried to put it into words. She did it so beautifully that after a little while, after she was dead, we put her words on the Statue of Liberty. And she said, "Bring me your tired, your poor, your huddled masses yearning to be free. Bring these the tempest tossed to me. I lift my lamp beside the golden door."

From the time of the establishment of our Constitution, certainly down to the end of the first world war, the word America was synonymous with freedom around the world. If we had the time, we could report tonight an amazing array of moral victories of this country. Emma Lazarus' poem, four of the five lines taken from the sonnet, somewhat longer, based on this Statue of Liberty really expressed the full meaning of an open society. This was put on at the time when the immigrants were coming to America in vast numbers. It took a secure nation to receive so many immigrants. At that time we didn't ask too much about nationality. We had no quota. We didn't ask them if they were Communists, Democrats, Republicans or monarchists or what have you. We had so much faith in freedom, in democracy, so much faith in the power of an open society, that we invited all to come and live with us.

Down through the years America was the inspiration for every people around the globe that was struggling for freedom. I think the saddest thing that has happened in my lifetime is the fact that the people today, who want inspiration from us, take that inspiration from our early history and not from our late history. In fact, there are many peoples around the globe today who will have no part of the modern America, but who still quote the Declaration of Independence, the Bill of Rights of the Constitution and the writings of our founding fathers. When we recall this history today, we can see what a tremendous part the American public school system played in the miracle of the "melting pot," the process whereby millions of people from foreign shores with widely varying backgrounds finally took their places in our society and became good Americans. And in a day when many people say hard things about our public schools and ask us to copy Russia and Europe, I think we ought to be reminded, all over America, of the tremendous achievement of our public school system and of private schools too, as a part of this great system of American education. Today, as we're facing enormous problems as a people, the faith that we had when Emma Lazarus wrote her poem seems at times pretty weak. We have become so frightened that at times we have fingerprinted visitors, and have made it extremely difficult for Americans to visit certain countries and for certain kinds of people to come to us. It's time that we were reminded that we're living in a world in which freedom is not only on trial but is fighting for its very life.

I wonder if some of you (yesterday and a week ago Sunday) happened to watch a television program called "Twentieth Century," in which some university students were put on TV in a panel session

to discuss their ideas. If you saw this program, you must have been disturbed to find that young people with this kind of educational opportunity were thinking in the kind of way that some of those boys and girls were thinking. And when you and I look at various aspects of our country, its foreign relations, our foreign policy, our world in a cold war, we can't help but be concerned. I wonder if it isn't true that in almost every instance where we are having difficulty today, it is because of the loss of faith. Our faith has weakened, and I suppose one of the great reasons for our loss of faith is our unexampled prosperity, the fact that we have come to believe that the really important thing about the American way of life is comfort and physical well-being and that we have forgotten the moral and the spiritual side.

I don't believe that any change in government in Washington or for that matter in Lansing is going to give us an America functioning in the world of today with the power that we need, unless we Americans can re-capture the meaning of our heritage, unless we can get back to what we believed at the time when Emma Lazarus wrote this poem.

And so it seems to me that education today, with all of the victories that it has to its credit is facing a tremendous challenge. Because today we are not only fighting a cold war; our whole relationship to the rest of the world is challenged. Not only that, in our own life here at home, there is a great deal of indecision. There is a great deal of lack of courage. Living in Lansing, one can see some of that lack of courage. The idea of an open society was a great dream, perhaps the greatest dream that men have ever dreamed. But this idea of an open society would have been meaningless without an open education. This open education undergirded the idea of an open society. But now we come to see very fully that changes have taken place in the American community. The American community is a vastly different place from what it was when Horace Mann took leadership in the development of public education in this country.

The school is playing a much smaller role in the determination of the outlook of the individual human being than it used to. The enormous adult agencies, the vast communications media—the press, the radio, the television, business enterprise, this kaleidoscopic community is shaping the value system, the attitudes of both young and old. Unless we can find some way of influencing these forces that are playing upon the individual in the community, it may well be that freedom is going down to defeat. It's entirely possible, and I

am coming more and more to believe that even if our schoolrooms were twice as good as they are, they could not alone save our freedom. We live in an age of paradox. Even though we live in such a profligate fashion that visitors from foreign countries are astounded at our wastefulness, still never before in my lifetime has it been as difficult to get money for education as it is now. In my Minnesota days, the school boards gave me everything I ever asked for, and these school boards were completely without tax limitations. They could levy anything they wanted to and certify it through the county auditor, and no questions were asked. In very few places in the country today can this be done.

From all parts of the country come reports about the extreme difficulty of getting support for education. One of the fundamental reasons is that education itself has become so complex that the problems it faces, the tasks, the challenges, are beyond the insights and understanding and information of the average citizen. You are asking him for something that he doesn't fully understand. I doubt very much that you can tell him with bulletins, with speeches, at PTA meetings, with newspaper articles and talks over the radio or the television. All of these may help, but education is so complex, you can't really understand it until you are a part of it.

I have never known a person who came to play a real part in a school system, who contributed of his mind and heart to the enterprise and who didn't support it. Over and over again we see people who have had little or no interest in education. They become involved in the school system. They come in and give talks and participate in curriculum committees. They help with bond issue campaigns. They give of themselves in many ways and from then on they are solid supporters of education. If we are ever to convince the American people of the need for a more dynamic educational system, we will do it as we lead people to more active participation. There is something very interesting about the education of adults (and we have a wonderful program of adult education here in Flint). I am sure that the people who work at this know that in very many places in America when you ask the adult to come out in the evening and take a course, oh, he doesn't want to. And why doesn't he want to? Because if you imply that he should take a course, he says, "you must think I am not already educated." So his ego suffers when you ask him to take a course. But if you ask the same person to serve on a committee to do something to make Flint, or Lansing, or some community a better place in which to live, his ego doesn't suffer. On the contrary, he has expanded as a personality. He begins

to think, "well, they must think I'm important or they wouldn't ask me to do this." So, we are able through the community process to involve people and educate a great many people whom we could not otherwise reach.

I sense this problem as perhaps not all of you do because I live and work in a university with people who have Ph.D.'s and I have to go to the greatest lengths to bootleg what little education I can provide to my colleagues. I have to be very careful that I never go to any of my colleagues and say, "Look, you need to be educated," or "Here is something you should know." Instead I go to them and I say, "I am in trouble. I don't know the answer to this. Can you give me the answer?" And then we get into a discussion. We have to be very careful that we never imply that a university professor needs education because he has a Ph.D. and this means that the cap has been screwed on and there isn't any way of getting any more in. Now, as a matter of fact, a great many of us lay people are the same way. We don't want to be told that we need education. But we are eager to play a role in making our communities better places in which to live and we learn more out of this than we do in any other way.

But there are some things about a community school that I would like to say a little differently. I would like to look forward to a day when we will do more than have a school which does a lot of things for people. I would like to look forward to a day when the community itself has educational purposes, which it expresses from time to time and that it mobilizes itself to achieve. I would like to see this community look upon itself primarily as a place for growing individual human beings, primarily as having the object of creating an environment that stimulates human growth. It's a home for people and the community would then mobilize all its resources for education. It would mobilize the church, the press, the school, and all the manifold voluntary associations that we have. It would use every single agency at its command to make this community a rich enterprise with educational outcomes.

This involves a very considerable change in attitude on the part of people like myself because we have been thinking of ourselves in the driver's seat. We have thought of ourselves, the educators, as the mobilizers of the lay people. If we ever had a true education-centered community, the community would be mobilizing us. The people of the community would be looking at the school and the university as very important agencies whereby they would achieve their purposes as a community. We would see these communities

made up of thousands of active, creative people who are engaged in the common task of building a community which is in all of its operation an educational enterprise. Many of the writers in education who are something of authorities along this line have suggested over and over again that it takes a good community to educate boys and girls, not only a school, but a good community.

It seems to me that we have to tackle this task in many various specific ways. For example: we may well have to do a far more powerful job inside the schoolhouse than we have been doing. I may step on somebody's toes here, but I think this is a place for frank speaking. It's my honest judgment that much of the advertising now conducted in this country has a bad effect on public and personal morality. Much of such advertising is a plain lie. Let me illustrate. A little boy comes along and says, "Mom, no cavities." Ask your dentist about this. He'll tell you that one toothpaste is just like another, and that there is no difference except the taste. Such advertising is not telling the truth. We hear so much of this kind of thing which is untrue and in our hearts we know it's untrue. We begin to wonder, well if these people can tell lies, why can't I? I want to ask you a question. Where in this society is the truth going to be told? Where can you hear the truth and be sure it is the truth if it isn't in the school? Therefore, it seems to me one of the prime obligations of a school system, of a university, is to seek the truth and seek it honestly, no matter whom it touches. And not only to seek it, but to articulate it, to speak up. I feel this very strongly because in the 46 years that I have taught school, we in America have become less willing to express our points of view. We are becoming more conformist and in the strong attitudes of individuality, there are fewer of the kind of people like Mr. Mott. These kinds of people are, if I am any judge, fewer and fewer because we are less and less willing to stand up and express our convictions. Both the school and the community must further integrity and forthrightness.

We also need to re-define the role of other agencies because the other agencies must realize that education is one of their obligations. I think you will see tomorrow as you visit that in Flint to a large degree these agencies have assumed such obligations. Somebody said earlier here that Walter Scott gave 4 or 5 hours a day to the school system. This may be an understatement because I have been here repeatedly for 10 or 12 hours at a time and he's been around all the time. Mr. Mott has given a lot of time and a lot of other people have given a lot of time. I have met many

more I ought to mention. So that what has really happened is that a great many people representative of industry and professions, have definitely assumed the obligation of giving of themselves to this community.

I would like to point out something else. Many people ask me, "Tell me about Flint. What makes it tick?" Well, one answer to this thing would be to say that it's Spence Myers. Another answer would be to say it's Frank Manley. Another answer would be to say it's Mr. Mott. Another would be it's all of them. But actually beyond their contributions, there has been developed in Flint an enterprise which has an on-going internal spirit. It isn't only what these people do. It's the way they do it. It's the spirit in which they do it. It's the enthusiasm they exhibit. I have time enough, I think, to tell you this incident because I think it is rather significant. There was a meeting something like the one you are having here, a kind of a workshop where we went around from school to school. We had breakfast out in one of these schools and we had three mothers that guided us through the school, and believe me those three mothers explained to us what was going on in that school as well or better than any superintendent or supervisor I ever saw. But we had one superintendent in this lot who was a toughie. He wasn't going to buy anything without looking inside of it and under it and everything else, so he said to one of these mothers, "When did you come here this morning?" "6 o'clock." "How much time do you spend in this school?" "Oh," she said, "I don't know—quite a lot." And she described the hours. He said, "What makes you do it?" She said, "I don't know. I never thought of that before." She stood there, kind of puzzled, thought a little while and she said, "I guess it's Miss McDougall," naming the principal of the school. She said, "She's a funny woman." I said, "What do you mean she's a funny woman?" "Well," she said, "she starts by asking you to do some little thing that you can't say no to and first thing you know you do a little bigger thing, and then still a little bigger thing," and then she said, "You're caught. You're in it." "And after that," she said, "You don't ask any questions."

I want to bring these scattered remarks to an end, but I want to give a point to this little incident I just told you about. The great task in the world today is to build up human dignity. Humanity is right now trying to answer the question whether it is going to get a full stomach through selling its freedom for a mess of pottage or whether it's going to get a decent life and freedom at the same time. And if this question is going to be answered in the direction

of freedom, it's going to be answered not on the pages of books alone, not in words alone, but in action. And if we in America are going to prove to the people in the under-developed countries that we have a way of life that is superior to that which is offered them by Moscow or Peiping, we've got to give them a living demonstration of the power of our ideas. We've got to prove to these people with a pilot project that you can live decently and keep your freedom at the same time.

The real problem that we face in the administration of education, in the conduct of community affairs, yes, in the conduct of business, if you please, is to help the individual to relate to his fellow men with love and understanding. Some of us in education may not know it, but if you read the literature that is coming out in industrial management, you will see that industry today is giving fully as much attention to human relations as we are in education and perhaps more. They do this because they realize that there is something more to the role of a vast corporation than effective production and the turning out of a product as is evidenced right here in Flint where you see this kind of thing at work. So the human relations problems are central to us in every aspect of our lives, at home, abroad, in school, in church, in the relations of labor, in capital, and in our legislative assemblies. The human relations problems are central.

This being the case—isn't it crystal clear that if education in America is going to continue to undergird our freedom as it did during the earlier years of our history, if American life is to have a moral dynamic as it certainly once did have, then our values have to live, in every aspect of our lives? We are never going to succeed in teaching them in school alone, because often what is taught in the community defeats what we teach in the school. And as an old teacher, I get sick at heart when I hear the school blamed for juvenile delinquency, divorce, crime, political corruption,—in fact, for our every ill. What would we ever do in America if we didn't have this magnificent and ubiquitous whipping boy on which we can blame all our own delinquencies and thereby escape responsibility? No, we are never going to solve human problems unless we begin to see that schools alone can't solve them; that schools must have our help. But we are never going to get the help of a community by preaching to the community. We are going to get the help of a community only when these people become a part of it, when we get them on the team.

When the people of the community become our partners, their whole attitude is going to be different. Here is the solution for

the problem for which Little Rock is a symbol. This is the solution for the problems in international relations. Here too is the solution for the problems of capital and labor. Finally, community participation is the solution for every social problem, because only as we build American education into an enterprise of power and dynamism which matches our dynamic economy can that educational system play an appropriate role in relations to this community. Only as this system of education takes on a scope and dynamism equal to the new measures of energy with which our society now has to cope, can it possibly hope to play its role. So, I would suggest that as we meet here these days to see what this one community has done, we think about the problems of how we can build the American system of education into a system of open education to match the power of our open society as it moves to meet the challenges of this atomic age. If we do this, I am confident that we are not only going to take something back home but we are going to deepen our own faith and strengthen our own selves as participants in the great struggle, not only to help freedom live, but to give it new dimensions.

Dr. Ernest O. Melby is currently distinguished Professor of Education at Michigan State University, having assumed that post on Sept. 1, 1956. Prior to that he was Professor and Dean of Education at New York University from 1945 to 1956. His other positions have included Chancellor of the University of Montana, President of Montana State University and Assistant and Associate Professor of Education at Northwestern University from 1934 to 1941. He was also an Instructor and Resident Assistant at the University of Minnesota. In addition to several books, Dr. Melby has authored articles for numerous educational publications.

SOME PROPOSITIONS IN SUPPORT OF THE COMMUNITY SCHOOL— A SUMMARY

Howard Y. McClusky

The following material is based on a summary of an address given before the National Community School Clinic held in March, 1959 in Flint, Michigan. It is presented in the form of a series of propositions and brief comments, both of which are derived in part from observations of the Flint program and in part from a knowledge of related programs in other sections of the country.

The following propositions are by no means the only ones that may be formulated in support of the community school. Moreover as presented here, they are seriously inadequate as definitive statements of fact. In some respects they are statements of ideal conditions and ideal outcomes.

For example in our present state of information we cannot be sure that the following propositions are based on characteristics which are prominent in every community school. And we can be even less certain, especially in some instances, that the suggested outcomes will always occur as herein predicted.

These propositions therefore are offered largely as illustrative of one kind of argument that may be marshalled on behalf on the community school. In this context they are intended primarily as points of departure for an introduction to a better substantiated and a more penetrating analysis of the role of the community school in modern society.

Proposition One: The community school is a demonstration of the law of increasing returns.

Comment: for a relatively small increase in existing facilities, the community school will yield a large additional return on the investment which the community has already made in providing the customary establishment for the education of children and youth. More specifically, extra care in building design will permit the conversion of a gymnasium into an auditorium for community meetings, or a theatre for community productions; and a fresh approach to school architecture will transform the entrance of an elementary school from a bleak corridor into an attractive room for the reception of visitors.

Moreover a little foresight in the selection of furniture should enable adults to use classrooms at night. A few more personnel

would open the building and grounds to wear-round use, and the part-time services of a teacher would constitute the secretariat for a community council. For example, in Flint, Michigan, it is estimated that about four per cent (i.e., one twenty-fifth) of the regular school budget will provide funds for the support of the entire school and community program of the Mott Foundation, which has increased by more than a hundred per cent the number of hours the school buildings and premises are used and the number of persons using them.

Proposition Two: Increased use of facilities by the community school leads to better support of the school by the community.

Comment: In traditional situations the public image of the school is for the most part based on the reports of pupils to their parents, which the parents in turn filter to other members of the community. It is an image derived from sources two, three, or more steps removed from the reality to which it refers. Not so with the community school. Here the image is formed by the direct experience of a much larger proportion of the population (potentially one hundred per cent). Not only children and youth of school age, but also their parents, and especially all other adults (usually a majority of the adult population), may use the classrooms and shops, play games in the gymnasium, attend concerts, forums, and lectures in the auditorium, and thereby build up a body of primary experience from which to construct a positive picture of the school and its purpose in the community. Adults, not school age youth, vote taxes for school support. It is the essence of this proposition that if the taxpayer can enjoy directly the program of the school, he will be much more likely to authorize the outlay of funds necessary for its support. The experience of Flint, Michigan, appears to confirm this thesis.

Proposition Three: The community school is an agent of cohesiveness in both the neighborhood and the larger community.

Comment: In other words, it supplies some of the "unum" with which to balance the "pluribus" which, if unrestricted, tends to fragment society. First of all, the elementary school, because of its location, is the most universal and most accessible center for face-to-face interaction that remains in our towns and cities. It is necessarily within walking distance (except for the rural consolidated school) of every child between the ages of six and twelve. If children can walk to school and return to their homes in a short time, it

should be even easier for youth and adults to do the same. In Flint there are thirty-three neighborhood centers (elementary schools) distributed evenly throughout the city.

In the second place, the community school encourages cohesiveness because of its appeal to both sexes and to all ages. Much of the life of modern society is organized according to age levels. Beginning with the kindergarten, the five-year-olds are separated from the six-year-olds, the six-year-olds from the sevens, the seven-year-olds from the eights, and so on through college. Much social and occupational life of the adult years is also stratified according to age. In many cases people beyond sixty begin to withdraw from group participation, and at sixty-five most people retire from gainful employment. It is too much to expect the community school to nullify all the age separations of modern life, but by bringing people of all ages into related programs, and often under one roof, it contributes greatly to breaking down the lines which keep people from knowing how much they can learn by working, studying, and playing with people of widely different ages.

In the third place, the community school may contribute to the cohesiveness of the family. Too often, because of the distance between the residence and place of work, and because of today's emphasis on specialization, a job can separate the breadwinner (usually father) from the rest of the family. In addition, father, mother, and children frequently belong to different organizations and have different circles of friends until community of experience within the family is difficult to maintain. It would be naive to claim too much for the community school at this point. The church, for example, is often far ahead of the school in its appeal to the family as a whole. But the community school is far more likely to encompass the family as a unit than the traditional school, and is usually superior in this respect to most other agencies in the community.

Proposition Four: The community school may be a center for the assessment and management, if not solution, of problems unique to the neighborhood in which the school is located.

Comment: There exist in every neighborhood problems which are best known to and can be best understood by the people who live there. What is needed is some mechanism by which these problems may be legitimately brought to general visibility for examination, and some procedures by which the problems thus revealed may be brought under some control, if not resolved. The community school is a logical center for such activities, and a neighborhood

council, with headquarters in the school and served by a member of the school's staff, is an effective mechanism of implementation. Experience in Flint, Michigan, has gone far in this direction.

Proposition Five: The community school is a major and indispensable characteristic of the educative community.

Comment: The community is educative and, as such, is a teacher. Since we learn what we live, much of the community's teaching is indirect. That is, simply by the process of living there, a community teaches habits of sanitation, ways of making a living, and using leisure time, as well as methods for handling decisions related to politics, economics, racial interaction, etc. But much of its teaching is also direct. This it accomplishes through its libraries, its art galleries, and museums. But above all, this is achieved by a school which invites adults as well as children and youth to take part in the great adventure of learning.

In a community where the use of school facilities is open to all, where the acquisitions of skills, habits of study, and the spirit of inquiry are common experiences for all ages and all elements of the population, the community is much more likely to be a good teacher of the people (its pupils) who live there.

Proposition Six: The community school helps create a set of common values which contribute to the intellectual and spiritual health of the community.

Comment: Values are essentially a matter of priorities. They are a reflection of those things which people regard as important and, if widely and intensely held, can form the climate out of which a true sense of community may arise. As already indicated, the community school, by implication, places a high priority on the importance of meaningful cohesiveness in the family and in the neighborhood. Again, it is both by practice and definition thoroughly democratic and classless in character. It appeals to all regardless of race, occupation, politics, creed, or the kind of language spoken at home. Finally, it supports people in the pursuit of some of the deepest aspirations of their lives. By stressing personal development, and by encouraging the acquisition of skills, appreciations, and ideas, it ascribes great value to the importance of the nonmaterial and enduring aspects of life. A good community school would provide the elements for a basic sense of community by focusing the attention of people on those things that are worth communicating.

Proposition Seven: The community school is an educational ideal greatly respected by many other nations and, because of this fact, gives the U.S.A. a basis of meaningful communication with people and their leaders in different sections of the world.

Comment: The idea that education is good for all people, both sexes and all ages, is rapidly gaining acceptance by national leaders all over the world. In many countries the need for development is so imperative that the immediate education of adults is receiving relatively far greater emphasis than it is in the U.S.A. This means that the community school is not a provincial form of education. It stresses elements that are universal in all cultures. It also means that the U.S.A. can learn from other nations, as much if not more than we can contribute to them.

Proposition Eight: The educative community is the ultimate test of the validity of American ideals. Democracy must be a living reality in the home community where people have most of their primary experience.

Comment: In many ways the U.S.A. is the showcase of democracy. The faith in the rights and capacities of people announced by Jefferson in 1776, and these same ideals confirmed by Lincoln during the 1860s, are still on trial. In other words, the revolution continues. A failure to live up to these ideals (e.g., a riot, unemployment, or incident of racial discrimination) is a failure in some community, and is quickly transmitted to the rest of the world. At the same time, a successful application of the ideals to the life of some community, when known, is the best evidence which the U.S.A. can export to convince other nations that confidence can be placed in ultimate validity of democratic values.

Dr. Howard Y. McClusky is Professor of Educational Psychology and Consultant in Community Adult Education at the University of Michigan. He earned his Ph.D. at the University of Chicago. In 1951 he was elected the first president of the Adult Education Association of the United States.

During 1958 he served as Consultant on School and Community Relations to the Detroit Citizens' Advisory Committee on School Needs. On September 29, 1958, he received the Distinguished Faculty Achievement Award, presented each year to one member of the University of Michigan Faculty.

PANEL DISCUSSION: "AS WE SEE IT"

1. Mrs. Fred L. Keeler
2. Dr. James P. Lewis
3. Dr. Lewis Barrett
4. Dr. C. C. Trillingham (Summarizer of Clinic)

1. MRS. FRED L. KEELER

Representing the National Congress of Parents and Teachers which you know is the largest volunteer organization in the United States and probably elsewhere, having a membership of over 11 million, I find here in operation the answer to the first objective of the National Congress of Parents and Teachers—promoting the welfare of children and youth in home, school, church and community, because the community school program involves not only children but the family. As we listen to the parents express their appreciation of the program, we can see why this community, as a whole, supports your system of public school education not only by act of participation in your program, but by its willingness to assume financial obligations for operation and maintenance as well as for new buildings. On Tuesday evening, Dean Melby urged each of us to go back to our own communities and take a fresh look at what is being done in the way of a community school program. We will find, I am sure, that even though we do not have an actual operation as the Flint plan, we probably do have some project which well could be a starting point for community action. It was interesting for me to listen to the members of the staff as we went to the breakfast this morning and yesterday morning. They all spoke of such pride for the place in the program in their own school operation. When asked if the many projects involved or interfered with their program, we were assured that it not only didn't interfere, but made possible closer cooperation between the home and the school. The enthusiasm of the community for the project is stimulating and refreshing. This morning, one of the participants at breakfast said, "Flint has been bitten with a bug, and everyone is infected." We will hope that the exposure to this bug will be felt by each of us and we will go home laden with enough bugs to infect our own community to such a plan. Probably, the people in Flint get tired of hearing us say, "Well, we don't have a Mott Foundation, so what can we do?" I know I've said it a good many times myself, and people have said to me, "Well, you ought to be doing thus and

so. 'And so' it's such an easy thing to say, you know." Well, we don't have anyone like the Motts to come forward and give us a lot of money and tell us to go ahead with the thing. But we can go home and re-evaluate our own community in terms of interest potential as well as financial resources. Most projects, just as this one did, start small, and grow as enthusiasm and participation increase. It is not enough for us to share in a program such as this and keep our findings to ourselves. Many of us go to meetings and we bring home a very elaborate and very long report, and you along with me I know, bring these reports home, perhaps give them to the group that we were sent to represent, and then the report goes back into our file and nothing is done with it. Well, reports that are brought back and put into action may well be the starting point for a program such as this. Representing the National Congress, you may be sure that I listened with pride to the active part the Parent-Teacher Associations of Flint assume in this program. I feel that it is a two-way street with the program strengthened by parent-teacher participation and the parent-teacher association finding help and inspiration from the community school program. I don't know whether any of you watched last night, as I did, as we were in the dining room having our dinner, and turned around and saw the lights begin to come on in the various rooms around the patio. I thought what a wonderful thing that was to see lights on in a school building, because in so many of our own communities, our school buildings are dark all evening. As a member too of the Board of Education of the other second-class school district in Michigan, I'm going home not to question our educational system, because I assure you we have one just as good, as far as that's concerned. But I'm going back again and re-evaluate the things that I believe we're doing as a part of a community school project. I'm sure that we're not doing as much as is being done here. I'm going to hope as I examine and as I talk to members of my board, members of our staff, that soon the lights of our buildings will be on, that we will have an on-going program and that we will see these lights as a beacon of a healthy community's well-being. The National Congress of Parents and Teachers is very appreciative of the fact that we were asked to represent and participate in this very wonderful clinic the last few days. Thank you.

Mrs. Fred L. Keeler is vice-president, Region IV, of the National Congress of Parents and Teachers. She is also a member of the Grand Rapids Board of Education.

2. DR. JAMES P. LEWIS

As I see it, one of the most important aspects of this program is the way it brings leaders into position to understand the role that the people they're leading expect them to play. I think this is one of the major advantages of this kind of program. Everybody that is in a leadership position has to reckon with the role that the people you are leading expects you to play. Sometimes I think we forget about this too often. We get out in front or we are way behind and people who are being led in communities right here now, have anticipations for leaders. As I have watched the community school program, especially this program in Flint, the leadership is so close to the people that they have to know the role expected. They can't escape it. It's obvious, and too often we overlook the obvious. Now it isn't just enough to know the role that the people who are leading expect us to play. Frank Manley put it in his "I's." It's understanding the anticipation of the people, and then moving from the anticipation to what may be something much more important. As I see it, the community school concept, as Maurice Seay said, may be the only answer in these tough years ahead. Many of you in your states, certainly we in Michigan, owe a great debt to the founding fathers who set up the structure of government and then, decade by decade, built institutions and educational programs to meet the needs of young people. I think our job in Michigan, your job in your state, and our job in this country is probably to do as good a job for the people of our states in the future as has been done by the leadership of the past. This is to me where the community school concept begins to take shape. Nobody knows better than you do the problems that we have, the doubling of the population, especially of school age, the ever-increasing demand for education, the greater need for education. Maurice again mentioned that we hadn't talked about competition in the world scene, but it's all around us. It's made people much more conscious of the problems of education. There's a great deal of frustration, worry, and concern about the school system. It bothers me that too many times lately we've started to talk about panaceas; we've started to talk about meeting our problems, not in the American way, but suggestions coming for transplantations of the way of the competition. We've been talking about limiting educational opportunities, and talking about narrowing the base. Yet in the American traditions, everything that we've stood for has been equality of opportunity, the right to differ and be different, all of the kinds of things which would indicate to me that the only solution can be to *broaden* the

base. The only way we can meet competition in the American way is to think of an eternal broadening of the base of education, and if that isn't what we're talking about in the community school, I just don't know what it is. It's a broadening of the base all along the line. If we want to take advantage of the skills and the competencies of the American people, we simply cannot do it in the American way by talking about offering educational opportunities to fewer people, to fewer students. We must offer opportunities if we're going to do it our way, by offering opportunities to as many American people as we possibly can. As I see it in the years ahead, as the founding fathers did in the past so well, the expansion of this idea in community after community may be the answer to some of these great problems facing us in education. Thank you.

Dr. James P. Lewis is Vice-president for Student Affairs of the University of Michigan. He has held this position since 1954. Prior to that he was a lecturer in the University of Michigan School of Education, a director of the University's Bureau of School Services, an instructor at Purdue and Western Michigan Universities, and Superintendent of the Dearborn Public Schools from 1948 to 1953.

3. DR. LEWIS BARRETT

I hope that none of you will leave here today with a notion that if you don't have a Mott Foundation, you can't have a community school, because you can have a community school. Now a Mott Foundation, or money, is very significant, but there are plenty of resources in your community and plenty of interests in your community that would get behind the community school concept and move it into being, not to the extent possibly that Flint has done it because you don't get that overnight, but the opportunity is there and I'm positive that the people will support it. Now, why do I say that? Because the climate is right. More and more people are becoming concerned about the expense of community activities as we call them under the auspices of many organizations—schools, parks, recreation commissions, voluntary agencies, the Community Chest, the Red Feather Agencies, and in community after community to which I have been invited, this is the fundamental problem. How can we get this in relationship to our financial resources? Each year each agency wants more money. This is natural because it takes more money to operate. But there comes a point where the community cannot see that it can finance all of these agencies who are approximately doing the same thing or working with the same group, so they are interested in the expenditure of the community dollar, the community dollar a part of which comes from taxation, a part of which comes from voluntary contributions, a part of which may come from private contributions on a larger scale, but the community dollar that is being expended for education, recreation and community activities as we think of them. And they will, if given the leadership as has been mentioned here, explain how this can be done. They will get behind you and carry it forward because they are looking for it. The question that I have had asked of me many many times is, "Why can't we get this kind of leadership from our people—our local people, professional people." Well, there are many answers to that which I will not try to go into, but this indicates that they are receptive and are waiting for guidance and leadership in this effort, and I'm sure that every one of you as you go back to your own community and try to explore the community and see what response you will get, that you will be surprised to see that you can get a great deal of response and you can do a great deal in really putting into being this community concept in your own town. Thank you.

Dr. Lewis Barrett has been called the outstanding recreational planning consultant in the United States. He has served in this capacity in practically every state in the union. He has been a visiting professor and lecturer at numerous universities and colleges throughout the United States.

4. DR. C. C. TRILLINGHAM

I know that it is neither possible nor desirable to really try to summarize these two and a half days of presentations, discussions and visitations, but I see no reason why anyone should repeat in his own words what has been said to you and seen by you. But, I would like to underscore some rather important impressions and conclusions of this clinic, realizing that if you don't like the way I have done it, that you can make your own summary on the way home. The number and the calibre of individuals who have attended this clinic at their own expense indicate real interest and concern in learning more about the Flint concept of the community school. Every dramatic development such as the community school program in Flint calls for bold concepts, dynamic leadership, and the providential utilization of both human and material resources. This rare combination of ingredients has resulted in all-out school and community teamwork to defeat what Frank Manley called the four I's. I call them the four horsemen. They are constantly battling education—the four horsemen of ignorance, indifference, intolerance and inertia.

Flint has been blessed with a remarkable board of education. That has been said and it is going to be said again. The quality of the board membership is outstanding, and where you have that kind of leadership, you're going to have a good educational program. I've been impressed with the tremendous personnel as exemplified by the central office staff—the principals, and the building directors, not to mention the fine staff of teachers. It seems to me that this crop of building directors here, under the Flint concept, has resulted in finding a place in the sun for some very outstanding people—people who, in a typical school situation probably would begin as teachers and would probably get lost there through the years. I have been impressed by the vision to see the potentialities that can come from all-out commitment and dedication to education. We are told that that is what is significant about education in Russia, and I know we give a lot of lip service to the fact that communities across this nation should make all-out commitment to the concept of education. But here at Flint we have seen it in an operation that is exceeded or equaled in very few places across the country—an all-out commitment and dedication to this business that we're in. And they have had the good sense to realize that the schools couldn't do the job alone.

I have been impressed as I know you have by the courage to move on beyond what most communities do in the utilization of

school plants on a year-round basis, to enlist and coordinate the contributions of a great array of human resources that usually works through a variety of separate community agencies and organizations. I have been impressed with the great energy that has been invested in this cooperative enterprise, recognizing that there is plenty of work for all, plenty of growth and satisfaction for all, and plenty of credit for all concerned. I have been impressed with the blending of public funds and private philanthropic efforts that has used the school program for improving the quality of living in the community, and the resources of the community for enriching and vitalizing the program of the schools.

I have been impressed with the belief, amply demonstrated in Flint, that all people are important. We say so many times, when we speak to our service clubs and our parent-teacher groups and others, that the American dream is still that of helping every boy and girl become the best that he is individually capable of becoming, whether he is going to be a nuclear physicist, an artist, or a truck driver. We have seen here an ample demonstration of the fact that our children and youth are our most precious assets. Without them there is no future. That money wisely spent on school and community development is the best investment American citizens can make in the future and that the job of the board of education and the administration is to provide the personnel, the facilities and the conditions that will make possible good teaching, good learning, and good living. I thought I detected a concern here in Flint not only for what a teacher does with his job but also for what the job does to the teacher.

Duane Orton of the International Business Corporation likens American business to an equilateral triangle. On one side is products and on the other side is profits, and the base is people—three P's—and the greatest of these is people. You can't build a business without building people. You can't build a school system without building people, and I think I have seen that demonstrated here.

I have been greatly impressed with the ardent enthusiasm of so many participants in the community school program, bordering on a crusade if you please. And hasn't it been refreshing to come to a meeting where so many people are fervently *for* something, while it seems to be conventional these days to be picking somebody or something apart. Flint has reminded us that the public schools of America are the common denominator of our American way of life, because we bring into our classrooms boys and girls who represent every racial background, every religious faith, every political

belief, every economic status, every degree of potentiality, and then serve them according to their needs and abilities. Ernest Melby and Howard McClusky both told us that when the chips are down, especially in times of crisis, (and when haven't we been in crisis in the last three decades,) when some individuals and organizations seem to be trying to pull the American people apart, that the public schools constitute our greatest single unifying force. They show us how to build a necessary unity in the face of inevitable diversity and they prove that a universality of education demands a corresponding diversity of program. The Flint concept has been tremendously successful for Flint. As we go back to our respective responsibilities, few of us will have at hand the exact ingredients or circumstances that have evolved into the Flint community school. Few of us will perhaps employ the same organizational pattern that has been so effective here, but I hope that all of us may take back with us a clearer vision of what an all-out community commitment to education can do, a renewed courage to utilize more fully all of our community resources, a deepened belief in the importance of all of our people young and old along with a desire to serve them better, and a realization that the battle for universal education will not be won in Washington or in our state capitols as important as they are. The battle will be won in local neighborhood schools across this land, where we have dedicated and competent teachers working with interested and understanding parents and where the big job of administration and school boards is to provide the necessary wherewithal for doing the kind of job that needs to be done. To me this is the lesson at Flint. I think perhaps out of all of the things that could be said, I have tried to say what has impressed me as a person who has sat through this conference with a great degree of interest. I come from an area that has grown by 70,000 boys and girls every year for the last ten years and where our problem of mobility is just as serious as our problem of growth. Yet I have the feeling that with or without a Mott Foundation, there are civic-minded persons with resources that are waiting for the dynamic leadership to invite them to participate. I have seen huge aircraft plants, Sears Roebuck and a dozen other great industries in our own area, including General Motors if you please (we have them out there too,) join the schools in an industry-education cooperation because they want to help us. They put real money into the enterprise in addition to the taxes.

I believe the best way I can close my part in this, thank you for the invitation to participate, and congratulate all who have had

any hand in this clinic, is by quoting one of my favorite quotations from an eighth grade boy in my own home community. It seems to me that this boy in five sentences has synthesized and symbolized the aspirations and values that we hold for our schools when we do our best job. When we were commemorating the anniversary of the American Bill of Rights, the week preceding December 15 two or three years ago, our local school administrators asked the youngsters in the eighth grade if they would not like to write very short essays on what the Bill of Rights meant to them or why they liked to live in America. One of the better ones was selected and used by the editor of our local paper in his editorial emphasizing the importance of our American Bill of Rights. I would like to close my remarks by giving this quotation from this eighth grade boy.

"I like to live in America because you can laugh at a cartoon about the President without being reported to the secret police; because a big business tycoon in a 1958 Cadillac gives the right of way to a Mexican gardener in his 1938 jalopy and thinks nothing of it; because two neighbors argue violently over politics, but work together on the Community Chest; because a story that a fireman rescuing a bedraggled puppy from a storm drain hits the front pages; and because a boy with a dark skin or a foreign name makes the first team." Thank you.

At the time of his appearance at this clinic, Dr. C. C. Trillingham was president of the American Association of School Administrators. He is Superintendent of the Los Angeles County Schools, having held this position since 1942. He has served as a teacher, principal and superintendent in the schools of Kansas and is the author or co-author of numerous books and educational articles.

SOME REACTIONS OF PARTICIPANTS

The following excerpts were contained in letters received by the Flint staff commenting on the nature and content of the Clinic. Many more comments were contained in over two hundred letters that were received. These are representative.

PRESIDENT'S COUNCIL ON YOUTH FITNESS

"The Clinic brought to Flint educators from all over the country not just to listen to lectures but to live and feel the philosophy which is found in the Flint Community School system.

"Your Clinic told the visitors that the important word in the title of your educational pattern is "Community" and that by utilizing their own brand of leadership, both professional and volunteer, and seeking out the needed local financial support, they could do in their own way much of what they saw in Flint."—*Shane McCarthy*, Executive Director

MICHIGAN DEPARTMENT OF PUBLIC INSTRUCTION

"I think the job Flint is doing is outstanding."—*Lynn M. Bartlett*, Superintendent

MICHIGAN STATE UNIVERSITY

"Probably as great a job as is being done in public education anywhere in the United States is being done in Flint.

"I had breakfast at your Washington School. This was almost like going to church. The things which the parents are doing at that school are a reflection of the magnificent feeling which they have toward public education in general, but toward the Flint Community Centered School in particular. It is unfortunate that many people throughout America cannot come to Flint to see what can be done when people care."—*Roy J. Alexander*, Director of Student Services

W. K. KELLOGG FOUNDATION

"The Clinic, as I evaluate it, was a great success and I am sure that this success could only come from a great interest shared by school board members, school administrators, teachers and citizens generally.

"You have a tremendous demonstration showing the power of education to help make life more pleasant and abundant."—*Maurice F. Seay*, Educational Director

MICHIGAN DEPARTMENT OF PUBLIC INSTRUCTION

"Congratulations for a wonderful Clinic. I enjoyed the hospitality but I enjoyed more the tremendous leadership given to it by Board members. . . ."—*G. Robert Koopman*, Associate Superintendent

WANTAGH, NEW YORK

"This workshop and clinic was not only theoretical, but was also a dynamic laboratory demonstration of the total community approach. You and yours have rendered a service of inestimable value to education and community life."—*William H. Ridinger*, Recreation Planner and Consultant

SACRAMENTO, CALIFORNIA

"I am convinced that communities all over the nation are going to have to carry out some similar program if they wish to keep close enough to the people so they will know what the schools are talking about and will be ready to support their educational programs."—*E. P. O'Reilly*, Assistant Superintendent

TYLER, TEXAS

"The truly unique feature I observed was the fact that you not only ask questions of parents and taxpayers but that you listen when they answer! Not many of us have learned to trust them that much."—*George W. Donaldson*, Tyler Public Schools

FREDERICK COUNTY, MARYLAND

"We know that a number of the practices you have in operation can be adapted to our own local situation."—*James A. Sensenbaugh*, Superintendent

CINCINNATI, OHIO

"I am certain that the Flint way will be carried on in many of the system whose representatives were in attendance at the clinic."—*Robert H. Lowe*, Assistant Principal

MANSFIELD, OHIO

"We have obtained many ideas which we intend to install in our own community."—*Olan La Rue*, Superintendent

MURFREESBORO, TENNESSEE

"You may be interested in knowing that we have planned to report to the people of our community on the Flint Story this Thursday night. We plan to give as accurate a picture as possible concerning your splendid program and hope to conclude the meeting with the approval of approximately fifteen steps through which we may

improve our own program here in our small city. These steps are ones which came to our attention as a result of our attendance at the Clinic."—*B. K. Hobgood*, Superintendent

N. ATTLEBORO, MASSACHUSETTS

"I know that from now on at meetings, I'm going to preface everything I say with the words, 'Now in Flint they — do this way —.'"—*Isabel Manchester*

FAIRFAX, VIRGINIA

"... We were most impressed not only with the program but with the outstanding manner in which your school is maintained and operated as a school plant."—*William Dove Thompson*, Director

KANSAS CITY ASSOCIATION OF TRUSTS AND FOUNDATIONS

"I will be in Portland, Oregon next week to speak to the National Convention of AAHPER on April 1. Among other things, I intend to comment on the Flint program and will send you a copy of my remarks."—*Homer C. Wadsworth*, Executive Director

UTICA, NEW YORK

"I was very, very impressed with what you have done with Flint.

"When I return to Flint some day for more intensive observation I hope I will be able to spend all the time with you that seems to be necessary to find out about all the growing pains that were experienced in building such a fine community program."—*John J. Grier*, Manager Communication, Training and Community Relations, General Electric Company

MICHIGAN ASSOCIATION OF SCHOOL ADMINISTRATORS

"I've tried to write an editorial about the workshop at Flint that will be coming out in one of our forthcoming publications of *Educational Leadership in Michigan*."—*Clyde M. Campbell*, Executive Assistant

A FOLLOW-UP OF THE FLINT CLINIC

The participants in the First Nation-Wide Community School Clinic were sent a questionnaire designed primarily to assess the extent of "spread" and action toward the development of the community school concept as a result of stimulation from the Clinic experience.

237 questionnaires were sent to participants representing 60 communities. 138 questionnaires were completed and returned, representing at least one response from 52 of the 60 communities.

The Community School Clinic experience was subsequently talked about and considered by many lay and educational leaders in many communities.

102 of the participants indicated that the Community School Clinic experience had been interpreted to the local educational authority; 15 persons interpreted the program to their respective state educational authority; and 75 persons indicated one or more explanatory contacts with local community groups.

The majority of the Clinic participants expressed interest in returning to observe the Flint program further and recommended that many others be given an opportunity for a similar experience, especially school administrators, board members and city recreation officials.

67 of the respondents identified aspects of a community school program that they plan to activate. Action interests range from one specific program to an all-inclusive community school program. Others found new approaches to implement their own on-going efforts. A few notable examples were:

- (1) More decentralization of the program using more buildings in which to hold classes. Use of adult education as a public relations feature for the entire school system.
- (2) We are going to try to open up one of our grade schools for neighborhood community participation.
- (3) Using all elementary schools for community centers—we are now using Junior and Senior High Schools; adding community facilities when remodeling old; school activity director.
- (4) Hoping to start building director in one junior high school building.
- (5) Greater use of our school buildings by our community. Possibly begin in one school with an expanded recreational program.

Participants were questioned concerning observations indicating impact of the Flint Community School Program upon Flint. Comments of participants in this area evidenced enthusiasm for the community school concept.

- (1) Testimony of "ordinary" community citizens especially those who are not public school parents (e.g. Catholic parents).
- (2) The acceptance, by large majorities, of proposed new tax levies. The willingness of people in the community to serve in whatever capacity they could in order to implement the program.
- (3) The attitude of the public regarding their schools, and enthusiasm of everyone I talked with was indeed catching. If all parents were so enthusiastic about their schools as they are in Flint, I would not worry about my system here.
- (4) The acceptance of the school program and facilities as being truly that of the community. Full use by the citizens in each situation observed. These folks really believed that these were "their schools" observed.
- (5) The tremendous enthusiasm of parents as indicated at the breakfasts.
- (6) The people of Flint have an awareness of the importance of public education not found in many areas.
- (7) Impressed with the enthusiasm of people participating—easy association with differences in culture and background. Also, *with unemployment headlines in newspaper, people seemed unworried and cheerful.* The young people's reaction to own participation was encouraging.
- (8) Personal observations under three circumstances indicated a real impact in the Flint community. I went to a barber shop for a haircut and got from the barber (who did not know my business in Flint) a long endorsement of the quality of Flint schools. He particularly emphasized that he knew every teacher in the building.

I went to a grocery to buy some cheese as a "souvenir" of my trip. I failed to get the Michigan cheese I had hoped for but, when the grocer learned I was a Missouri teacher, he took me by the arm and said, "Say, let me tell you about our schools!" And he so proceeded with notable enthusiasm.

I stopped a little boy near a school building to ask him what he liked best about his school. He answered, with a big smile, "When we all go skating!" And I know he meant to imply the pleasure of his family's participation together.

BIBLIOGRAPHY ON THE COMMUNITY SCHOOL

- Bernard, Jessie. *American Community Behavior: An Analysis of Problems Confronting American Communities Today*. New York: Dryden Press, 1949.
- Brownell, Baker, *The Human Community*. New York: Harper & Bros., 1950.
- Sanders, Irwin T. *Making Good Communities Better*. Lexington, Kentucky: University of Kentucky Press, 1950.
- Clapp, Elsie R. *Community Schools in Action*. New York: Viking Press, 1939.
- The Community School*. Edited by Samuel Everett. New York: D. Appleton-Century Co., 1938.
- Dewey, John. *Democracy and Education*. New York: MacMillan Co., 1916.
- Hanna, Paul R. "Education for the Larger Community," *Educational Leadership* LV (October, 1946) 27-33.
- "Education and Planning," *Planning for America*. Edited by George Galloway. New York: Henry Holt & Co., 1941.
- "The School: Looking Forward," in *Democracy and the Curriculum*. Edited by Harold Rugg. New York: D. Appleton-Century Co., 1939.
- Naslund, Robert A. "The Origin and Development of the Community-School Concept." Unpublished Doctor's dissertation, School of Education, Stanford University, 1951.
- Seay, Maurice F. "The Community-School Emphases in the Postwar Period," in *American Education in the Postwar Period: Curriculum Reconstruction*, pp. 209-28. Forty-Fourth Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1945.
- The Story of Holtville: A Southern Association Study School*. Developed by the Holtville High School (Deatsville, Alabama) Faculty in Cooperation with the Southern Assoc. Study Staff. Nashville, Tenn.: Cullum & Ghertner Co., 1944.
- Brunner, Edmund de S., *Community Organization and Adult Education. A Five-Year Experiment*. Chapel Hill, North Carolina: University of North Carolina Press, 1942.
- Seay, Maurice F. and William J. McGlethlin, *Elementary Education in Two Communities of the Tennessee Valley: A Description of the Wilson Dam and Gilbertsville Schools*. Bulletin of the Bureau of School Service, Vol. XIV, No. 3, March, 1942. Lexington, Kentucky: University of Kentucky, 1942.
- "Using Resources of the Community to Build a School Program. State Dept. of Education, Division of Instructional Series, Bulletin No. 12. Alabama Department of Education (Department Bulletin No. 4). Montgomery, Ala. St. Bd. of Education.
- Hanna, Paul R., *Youth Serves the Community*. New York: D. Appleton-Century Co., 1936.
- Everett, Samuel. *The Community School*. Society for Curriculum Study. Committee on the Community School. New York: D. Appleton-Century Co., 1938.

- McCharen, William Knox. *Selected Community-School Programs in the South*. Nashville, Tenn. George Peabody College for Teachers, 1948.
- Seay, Maurice F. and Harold F. Clark. *The School Curriculum and Economic Improvement*. Bulletin of the Bureau of School Service. Vol. XIII, No. 1, September 1940. Lexington, Kentucky: University of Kentucky, 1940.
- Ibid: See also Maurice F. Seay and Leonard E. Meece, *The Sloan Experiment in Kentucky*. Bulletin of the Bureau of School Service. Vol. XVI, No. 4, June, 1944. Lexington, Kentucky: University of Kentucky.
- Britton, Edward Chester. "A Community Self-Analysis: School-Community Cooperation in Planning for Youth Welfare." *Stanford University Bulletin*, XXIV (November 30, 1949), 270-75. (Abstracts of Dissertations, Stanford University, (1948-49).
- Ogden, Jean and Jess. *These Things We Tried*. A Five-Year Experiment in Community Development Initiated and Carried Out by the Extension Division of the University of Virginia, Vol. XXV, No. 6, October 15, 1947. Charlottesville, Virginia: University of Virginia Extension.
- Bailey, Elizabeth M. and McGlothlin, Nell W. "A Co-operative Study at Indian Knoll." *Educational Leadership*. VII (March, 1950) 398-401.
- Community Living and the Elementary School*. Twenty-Fourth Yearbook of the Department of Elementary School Principals of the National Education Association, Vol. XXV, No. 1 Washington: National Education Ass'n., 1945.
- Fifty Teachers to a Classroom*. Prepared by the Committee on Human Resources of the Metropolitan School Study Council. New York: Mac-Millan Co., 1950.
- Olsen, Edward G. "Co-ordinating Community Educational Services," *Annals of the American Academy of Political and Social Science*, CCLXV (September, 1949), 130-35.
- Philpot, Frank N. *Using Resources of the Community to Build a School Program*. Montgomery, Alabama: State Department of Education, Bulletin 1950 No. 12.
- Olsen, Edward G. *School and Community Programs*. Compiled and edited by author. New York: Prentice-Hall, Inc. 1949.
- "Some Characteristics of a Teacher for the Community Schools," circular No. 35 *The Community School*. Frankfort, Kentucky: Council on Public Higher Education. November 23, 1945 (mimeographed).
- Everett, Samuel. *The Community School*. New York: D. Appleton-Century Co., 1938.
- Turner, N. B. "All Community Resources Help to Supplement Too Small School Staff," *School Management*, XVIII (March, 1949) 4-5.
- DeHuszar, George B. *Practical Applications of Democracy*. New York: Harper & Bros., 1945.
- Lippitt, Ronald. *Training in Community Relations*. New York: Harper & Bros., 1949.
- McClusky, Howard Y. "Twelve Years of Community Councils in Michigan," *School of Education Bulletin* (University of Michigan) XX (May, 1949), 113-16.

- Problems Confronting Boards of Education: A Manual for Community Participation in Educational Planning*, Albany: University of the State of New York, State Education Department, 1944.
- An Educational Program for Our Schools: A Manual for Community Participation in Educational Planning*, p. 5, Albany: University of the State of New York, State Education Department, 1950.
- Teachers for Today's Schools: A Guide for Community Participation in a Study of Teachers and Teaching*. Albany: University of the State of New York, State Education Department, 1948.
- Room to Learn: A Guide for Community Participation in Planning for School Building Needs*. Albany: University of the State of New York, State Education Department, 1949.
- NSSE (National Society for Study of Education), *Community Schools*, 1953 Yearbook, Part II, Published by the Society, 1953.

NATION-WIDE COMMUNITY SCHOOL CLINIC

PARTICIPANTS

1. PRESIDENT EISENHOWER'S CITIZENS ADVISORY COMMITTEE ON YOUTH FITNESS

DR. EDWARD W. AITON, Room 5028 S. Building, Dept. of Agriculture,
Washington 25, D. C.
Director, 4H Clubs

THEODORE P. BANK, 209 S. State, Chicago, Ill.
President, The Athletic Institute

DR. WILLIAM BOLTON, 535 N. Dearborn Street, Chicago, Ill.
Associate Director, Health Education, American Medical Association

ROBERT E. BONDY, 345 E. 46th Street, New York 17, N. Y.
Director, National Social Welfare Assembly, Inc.

HARRY C. ENGLISH, 9637 Parkwood Drive, Bethesda, Md.
Professional Specialist, President's Council on Youth Fitness

EDGAR J. FORIO, Atlanta, Ga.
Senior Vice-President, Coca-Cola Company

DR. EUGENE H. GUTHRIE, U.S. Office of Education

THOMAS J. HAMILTON, University of Pittsburgh, Pittsburgh, Penn.
Rear Admiral, United States Navy (Retired); Director, Athletics and Physical Education

MISS VIRGINIA E. HAWKE, 441 G. Street, N.W., Washington 25, D. C.
Professional Specialist, President's Council on Youth Fitness

SIDNEY L. JAMES, 9 Rockefeller Plaza, New York 20, N. Y.
Managing Editor, Sports Illustrated

ALBERT KAY, Room 3D931, Pentagon, Washington 25, D. C.
Director of Manpower Supply, Department of Defense

JOHN F. LUKENS, Department of Commerce, Washington 25, D. C.
Deputy Director of Personnel, Office of the Secretary

DR. SHANE MacCARTHY, 441 G Street, N.W., Washington 25, D. C.
Executive Director, President's Council on Youth Fitness

DR. FRANK J. MANLEY, 1401 E. Court Street, Flint, Michigan
Director, Mott Foundation Program

JOSEPH PRENDERGAST, 8 West Eighth Street, New York 11, N. Y.
Executive Director, National Recreation Association

ROBERT A. ROSEKRANS, 9 E. 40th Street, New York City, N. Y.
AFL-CIO

JOHN F. SHANKLIN, Washington 25, D. C.

Staff Assistant, Department of Interior

DR. DOROTHY C. STRATTON, 830 Third Avenue, New York 22, N. Y.

National Executive Director, Girl Scouts, USA

HENRY O. TALLE, Washington 25, D. C.

Assistant Administrator for Program Policy Housing and Home Finance Agency

CARL A. TROESTER, JR., 1201-16th Street, N.W., Washington 6, D. C.

Executive Secretary, AAHPER

HOMER C. WADSWORTH, 21 W. 10th Street, Kansas City 5, Mo.

Executive Director, Kansas City Association of Trusts and Foundations

2. DELEGATES TO THE CONFERENCE

ARCADIA, CALIFORNIA

Jack Roth, 1140 Volante Dr. Jack Roth Swim School

EL MONTE, CALIFORNIA

Bernard Boomer, 200 Lexington Director of Recreation

Seba Eldridge, 632 Gage Board Member

Dr. Byron E. Thompson, 200 Lexington Superintendent

MONTEREY, CALIFORNIA

Eldon J. Covell, P. O. Box 1031 Superintendent

Edwin Hubbert, P. O. Box 1031 Director Phys. Ed. and Recreation

LOS ANGELES, CALIFORNIA

Dr. C. C. Trillingham, 808 North Spring County Superintendent

SACRAMENTO, CALIFORNIA

Dr. E. P. O'Reilly, 1619 N Street Assistant Superintendent

SAN JOSE, CALIFORNIA

Curtis Davis, 408 Almaden Avenue Assistant Superintendent

Elwood Mitchell, 2320 Moorpark Avenue

Supervisor of Health, Physical Ed. and Recreation (County)

H. Price Webb, 81 North Seventh St. Director Adult Education

MIAMI, FLORIDA

Miss Effie Fairchild, 5500 Southwest 67th Avenue Physical Education

LITHONIA, GEORGIA

Dr. Russ Colombo, 2419 Randall Avenue Principal

Mrs. Wheeler Davidson, 6822 Main Teacher

Ray Jackson, 6833 Church Health and Recreation

Mrs. J. Harold Reece, 2658 Rockbridge President, P.T.A.

UNIVERSITY OF CHICAGO

Dr. Robert Burns, Chicago, Ill. Industrial Relations Center

Bernard Reed, 8595 South Avalon Research Associate

CHICAGO, ILLINOIS

Arthur Buehler

William Reich

ELMHURST, ILLINOIS

Mrs. Ruth Thompson, 303 Willow Road.....Dept. of Community Service

EVANSTON, ILLINOIS

Charlie Byrns, 1802 Maple Street.....Superintendent

Robert K. Gilbert, 8944 Mason.....Supervisor Physical Ed.

Don Heap, 1802 Maple.....Asst. Supt. Recreation

Leo Samuelson, 8910 Lincolnwood Drive.....Director Health, Phys. Ed.

Dr. Harold V. Webb, 1940 Sheridan Road.....National School Board Assoc.

BLOOMINGTON, INDIANA

Dale E. Brock, 441 South College.....Superintendent

J. T. Femal, 610 South Madison.....Director of Recreation

Jules Hendricks, 431 South College Avenue.....Executive Secy. C. C.

George McClain, 417 E. University Avenue.....Board Member

FORT WAYNE, INDIANA

Lester L. Grile, 1230 South Clinton.....Administrative Assistant

Aaron T. Lindley, 1230 South Clinton.....Superintendent

Mrs. William C. Rastetter, 2329 Hoagland Avenue.....Board Member

GARY, INDIANA

Robert J. Antonacci, Virginia and 10th Place.....Supv. Health, Phys. Ed.

Dr. A. H. Blankenship, 620 East 10th Place.....Superintendent

Joseph A. Luckey, 220 Ellsworth.....Board Member

James E. Rasmussen, 1065 Broadway.....Asst. Ed. Post Tribune

Griffith Rees, 326 Buchanan.....Park Superintendent

SOUTH BEND, INDIANA

Roger Birdsell, South Bend Tribune.....Reporter

Paul Boehm, 301 S. St. Louis Blvd.....Director of Recreation

Donald A. Dake, 228 S. St. Joseph.....Assistant Superintendent

Dr. Alex Jardine, 228 S. St. Joseph.....Superintendent

Forest Wood, 228 S. St. Joseph.....Director Health & Phys. Ed.

COFFEYVILLE, KANSAS

John Charlesworth, 811 West 1st.....Director Physical Education

Clarence Stricklan, 821 Lincoln.....Director of Recreation

LAWRENCE, KANSAS

Wayne Bly, 115 West 11th.....Director of Recreation

Robert Kipp, 1047 Massachusetts.....City Planner

E. J. Logsdon, Lawrence Senior High School.....Director Adult Education

Dr. William D. Wolfe, Central Junior High School.....Superintendent

Mrs. William D. Wolfe, Central Junior High School

ATTLEBORO, MASSACHUSETTS

Dr. Ernest Bragg, 17 Meley Road.....Board Member

Gene Manchester, 10 Adams.....Citizen

Mrs. Isabel Manchester, 10 Adams

BALTIMORE, MARYLAND

FREDERICK, MARYLAND

ROCKVILLE, MARYLAND

TOWSON, MARYLAND

MEXICO CITY, MEXICO

DEPARTMENT OF PUBLIC INSTRUCTION

LANSING, MICHIGAN

BATTLE CREEK, MICHIGAN

HARPER CREEK COMMUNITY SCHOOL

BATTLE CREEK, MICHIGAN

Garold Dyke, 516 Woods Road.....President MEA Chapter
Mrs. Beatrice Forward, 944 Golden Avenue.....Board Member
James Lininger, Route No. 1, Box 173, East Leroy.....Citizens Committee
Patricia MacLake, Route No. 8, Box 3094.....Beadle Lake P.T.A.

PARTICIPANTS

205

Howard G. Nunn, RFD No. 2, Box 1198.....Superintendent
Mrs. D. Paul Steele, Route No. 8, Box 20.....Steering Committee

LANSING, MICHIGAN

Joe Beyers, 419 N. Capitol Avenue.....Physical Ed. Health and Athletics
Harold Jacobson, 419 North Capitol Avenue.....Director Pupil Personnel
Herb Kipke, City Hall.....Park and Recreation Dept.
Zig Kowalski, City Hall.....Administrative Assistant to the Mayor
Dr. Dwight H. Rich, 419 North Capitol Avenue.....Superintendent
Hubert Smith, 827 Kendon Drive.....Principal, Kendon School

LIVONIA, MICHIGAN

Luther Bird, 11324 Ingram.....Consultant Elementary Physical Education
George W. Calkins, 14170 Cardwell.....Elementary Phys. Education

MICHIGAN INDIVIDUALS

Roy J. Alexander, 3070 Butler Road, Rochester
Director Student Services Michigan State University
Carl R. Anderson, Eastern Michigan College, Ypsilanti, Mich.
Director Field Services

Ernest V. Blohm, 130 Mason Bldg., Lansing
Mich. Inter-Agency Council for Recreation
Walter Bright, 14794 Terry Road, Capac.....Superintendent
Dr. Clyde M. Campbell, 536 Orchard Street, E. Lansing

Executive Assistant MASA
Dr. William M. Cave, 3805 Loch Alpine West (Rte 1), Ann Arbor, Mich.
Assistant Professor University of Michigan
Dr. Kenneth Cleeton, 704 Ferris, Ypsilanti.....Education Dept. E.M.C.
Alton W. Cowan, Fowler, Michigan.....Superintendent
Dr. Harold Dillon, Michigan State University, Lansing, Mich.

College Education
Hank Eldridge, Oak Park, Mich.....Assistant Superintendent
Dr. Raymond N. Hatch, Michigan State University, East Lansing, Mich.
Assistant Dean of Education

Vernon Ihlenfeldt, 609 South 9th St., Escanaba.....Dir. of Adult Education
Charles Jackson, 1026 N. Main, Royal Oak.....Director of Continuing Ed.
Mrs. Fred L. Keeler, 1824 Collins, S. E. Grand Rapids.....P.T.A.
Wilbur Kelly, 1944 Jefferson, Muskegon.....Supv. Physical Education
Roger L. Leatherman, Rackham Bldg., Ann Arbor.....Phoenix Project
James A. Lewis, 2 Ruthven, Ann Arbor.....Student Affairs
Dan McLaughlin, 1409 A. Spartan Village, E. Lansing.....M. F. Fellows
G. P. O'Connell, G. P., General Motors Corp., Detroit.....Educational Relations
Dr. Howard Y. McClusky, University of Michigan, Ann Arbor

Consultant Com. Adult Ed.
Dr. L. W. Olds, Eastern Michigan College, Ypsilanti.....Dir. of Physical Ed.
Fred M. Orr, 1275 N. Macomb, Monroe.....Director of Recreation
Clarence S. Paine, 210 W. Shiawassee, Lansing 33.....Librarian, Public Schools
George H. Richards, Okemos Public Schools, Okemos.....Superintendent
Dr. Maurice Seay, 250 Champion St., Battle Creek.....W. K. Kellogg Foundation
Dr. Julian W. Smith, Michigan State University
Mohammad Ali Toussi, 636 Abbott Road, East Lansing
Student, Michigan State U.

Dr. Fred Vescolani, Michigan State University

AUSTIN, MINNESOTA

Harold Burgeson, Route No. 4.....Managing Editor, *Austin Daily Herald*
 Morton A. Carney, 1011 North 4th.....Director Vocational School
 Richard Dougherty, 1004 North 6th.....Hormel Meatpacking Company
 C. R. Hansen, 100 South Chatham.....Mayor
 Glen Hoveland, 6 Northwood Road.....Austin Airport
 Kenneth Soderberg, 1202 West Winona

KANSAS CITY, MISSOURI

Wentworth Griffin.....Board of Directors
 Robert W. MacNeven, 230 Library Bldg.....Director Pupil Services
 Mrs. Verna Rensvold, City Hall.....Public Recreation
 James Stephens.....Metropolitan Planning Council

LIVINGSTON, NEW JERSEY

George M. Bowman, 41 Amherst Place.....Board of Education
 George R. Cox, 16 Lincoln Avenue.....Township Committee
 Dr. Harold F. Hoffman, 9 Rossmore Terrace.....Superintendent
 Robert Sisco, 52 South Ashby Avenue.....Recreation Director
 Harold E. Wynne, 15 West Lawn Road.....Board Member

LINCOLN, NEBRASKA

Chester Gausman, 6020 St. Paul.....Director, Vocational and Adult Training
 John Thompson, 1825 South 53rd.....Physical Education Director
 Dr. Steven N. Watkins, 720 South 22nd.....Superintendent
 Glen Yaussi, 915 Follbreck.....Board Member

SIDNEY, NEBRASKA

Tom Jones, 2417 El Rancho Road.....Assistant Principal
 Ralph Welch, 1315 Palamer Place.....Recreation Committee
 O. G. Weymouth, 2325 San Marino.....Superintendent
 A. E. Wright, 1204-13th.....Board Member

NEW YORK CITY, NEW YORK

Dr. Milton Gabrielsen, New York University
 Miss Dorothy Stull, 9 Rockefeller Plaza.....Sports Illustrated

SYRACUSE, NEW YORK

Mrs. Marion E. Brenneman, 806 Dewitt.....Board Member
 Maurice Connery, 400 Comstock.....Syracuse University
 Miss Eleanor L. Kennedy, 644 Madison.....Principal, Washington Irving
 Miss Ruth C. Pease, 107 James.....Council of Social Agencies

UTICA, NEW YORK

William L. Boyle, 13 Elizabeth.....Physical Education Director
 John J. Grier, General Electric Co., French Road.....Community Relations
 Dr. Gerald A. Natiella, 241 Genesee.....Common Council
 Mrs. Frank W. Mattinson.....Citizens Committee
 Theodore F. Reusswig, 13 Elizabeth.....Superintendent

WANTAGH, NEW YORK

William Ridinger, 40 Wedgewood Lane.....Recreation Planner

WINSTON-SALEM, NORTH CAROLINA

James Norman.....City Recreation Committee
 Dr. A. Craig Phillips, 106 North Cherry.....Superintendent
 Guy Ward, 2603 Robin Hood Road.....Recreation Commission
 Marvin Ward.....Assistant Supt.
 Joe White.....Recreation Dir.

CINCINNATI, OHIO

Miss Marian L. Ahlering, 1100 Sycamore.....Assistant Recreation Comm.
 Mrs. Anna Hayes Cooper, 608 East McMillan.....Parent-Teacher Relationships
 Robert H. Lowe, 2601 Westwood-Northern Blvd.....Assistant Principal
 Frank L. Manella, 305 West 4th.....Citizens Committee on Youth
 Rudolph L. Memmel, 608 East McMillan.....Physical Education Supervisor

LAKEWOOD, OHIO

Harlan Bartels, City Hall.....City Engineer
 Charles A. Foster, 1456 Warren Road.....Director of Adult Education
 Arlo Graber, 1470 Warren Road.....Board Member
 Robert Lawther, 3050 Bonts Road.....City Councilman
 William Vejdovec, Franklin and Lewis Drive.....Principal

MANSFIELD, OHIO

Blaine P. Dowler, 535 Connor Drive.....Director Physical Education
 Olan LaRue, 791 Maple.....Executive Head
 Roger C. McGee, 487 Davey Avenue.....High School Principal
 Richard Retton, 1355 Lucas Road.....Basketball Coach High School
 Stanley Rickel, 616 Grant St., Ashland.....Coach and Physical Education
 Harry Riley, 679 Barnard Avenue.....Coach and Physical Education

TOLEDO, OHIO

Mary Ellen Schaefer, 850 Carver Blvd.

ERIE, PENNSYLVANIA

Lowell C. Drake, 251 West 39th.....Director Physical Education
 Robert J. Orlando, City Hall Annex.....Recreation
 Joseph Zipper, 1569 West 41st

ATHENS, TENNESSEE

Frank Buttram, Atlantic Street.....Riggs-Buttram Lumber Co.
 Orbel E. Erwin, Lynn Avenue.....Cherokee Hardware Co.
 Hugh Lamb.....Board Member
 W. F. Whitaker, Cedar Springs Drive.....Superintendent

KINGSPORT, TENNESSEE

George L. Ainslee, 569 Jackson.....P.T.A. President
 Richard Gardner, Wateree.....Supervisor Elementary Education
 Jack Roberts, Wateree.....Supervisor Secondary Schools
 Dana F. Swick, Wateree.....Superintendent

MURFREESBORO, TENNESSEE

Bob P. Burkett, 215 North Church.....Physical Education Director
 Ray Duffy, 123 North Highland Avenue.....Director of Recreation
 Jerry Gaither, Hobgood Elementary School, Baird Lane.....Principal
 Baster E. Hobgood, 215 North Church.....Superintendent
 Martin McCullough, 1815 Jordan Avenue.....Teacher

TYLER, TEXAS

Dr. George W. Donaldson, Route No. 10, Box 285.....Dir. Outdoor Education
Robert L. Shelton, Jr., City Hall.....Director Parks & Recreation

HEBER, UTAH

Ralph Giles, 538 South 2nd West.....Board Member
Raymond Jiacoletti, 176 West Second, South.....Mayor
Marion Tree, 366 South 2nd, West.....Recreational Director
Dr. Francis Kirkham, 65 East 4th, South.....State Committee, Physical Fitness

MIDDLETOWN SPRINGS, VERMONT

Lewis BarrettConsultant

ALEXANDRIA, VIRGINIA

Ray Cromley, 108 Martha's Road.....Newspaper reporter NEA

FAIRFAX, VIRGINIA

William H. Loving, RFD 1, Box 168, McLean.....P.T.A.
Dr. Merton Parsons, 200 Orchard Drive.....Board Member
Dr. William D. Thompson, Fairfax Court House Building
Director of Recreation
Robert B. Walker, Fairfax County School Board Office.....Assist. Superintendent

SPRINGFIELD, VIRGINIA

Joseph Wheeler, 7506 Lauralin.....Citizens Association

WASHINGTON, D. C.

Dr. Jackson M. Anderson, 1201-16th St. N. W.....AAHPER
Dr. Shirley Cooper, 1201-16th St. N. W.....AASA
Dr. Jan FransethRural Education
Dr. J. Van Hull, 6694-32nd St. N. W.....Instructors Org. and Service Branches
Simon A. McNeely, Dept. of Health, Education and Welfare
Physical Education and Recreation
Louis E. Means, 1201-16th St. N. W.....AAHPER

MADISON, WISCONSIN

Miss Shirley Anderson, 351 West Wilson
Assistant Director Physical Education and Recreation
Miss Cora Hardy, 211 North Carroll.....General Adult Education

SHEBOYGAN, WISCONSIN

Mrs. Shirley Jarvis, 1115 North Sixth Street.....Newspaper reporter
Leslie W. Johnson, 837 Jefferson Avenue.....Superintendent
Mrs. Joseph Peters, 418 Grant Avenue.....Board Member
Howard Rich, 837 Jefferson Avenue.....Director of Recreation
Lester Wilke, 837 Jefferson Avenue.....Physical Education, Health and Safety